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History of the Florida
Education Association, 1886

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FLORIDA EDUCATION ASSOCIATION

**HISTORY OF THE
FLORIDA EDUCATION ASSOCIATION
1886-87 to 1956-57**

To the ideals of our country and to the children of our land

Published by the
FLORIDA EDUCATION ASSOCIATION
Tallahassee

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HISTORY OF THE FLORIDA EDUCATION ASSOCIATION 1886-87 to 1956-57

Prepared under the direction of
History Committee of FEA Past Presidents
(Appointed by the Board of Directors of the F. E. A. in 1952)

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FOREWORD

IN THIS VOLUME we present the work of the History Committee, composed of past presidents of the Florida Education Association. The story is presented in three parts.

First, the *Proto History* covering the period from the first meeting in 1886 to the time of the establishment of a permanent headquarters office in 1927-29. This part of the story is a chronological presentation of events and the people involved in them. A study of this section will reveal that in spite of the great progress made in all phases of education, many problems faced by the founding fathers in 1886 and by those who have worked faithfully through the intervening years to develop a good school system, have been continuing and are as yet unsolved.

Part Two, which we call *Current History*, brings us from 1929 to 1957-58. The pattern of presentation shifts to the development of ideas in a number of important fields of endeavor. Each topic is handled as a narrative story, and from this part of our story those who follow may understand better how certain specific achievements came about. The year 1957 marks the end of another era in Association activities. The very fine program set up by the Legislature in that year provides full implementation of the Minimum Foundation Program. Legislators, state officials, parents, and citizens generally have long recognized that the leadership furnished by this organization has been helpful, fair, and dedicated to the growth and development of childhood and youth. They now look to FEA to point the way to greater accomplishments in education.

Part Three is a listing of the *leaders of the organized profession* through the years—those who have held positions as officers of the Association or members of its Board of Directors. Each one listed has a brief biographical sketch identifying his service to the profession.

History is being made every day. The Association is not and cannot ever be static. It is likely that before this volume is off the press some new and worthwhile projects will have been contemplated. Even as we write, certain new and important movements are getting under way. Some of these will no doubt lead to considerable advances in education, but their story will have to be told later.

FOREWORD

You, its members, are a part of this present history of the Florida Education Association. Your ability to make a constructive contribution to the development of the profession will be enhanced by knowledge of the achievements of those who went before. An exhaustive search has been undertaken by this committee to authenticate all facts recorded herein, and every effort has been made to give a complete picture. We trust you will enjoy the story.

We should like to express, on behalf of members of the Board, sincere appreciation to all who had a part in this work. We should like to mention particularly Rupert J. Longstreet, who served as chairman of the committee from its organization in 1952; Miss Elizabeth Heth, office manager of FEA, retired, who served the committee as secretary; the editing committee for its careful review in preparing the material for the printer; all the past presidents who worked faithfully to make our story accurate and interesting; members of the FEA staff who gave of their time and energy; and all others who have contributed in any way toward making this publication possible.

Braulio Alonso, *President*

Ed. B. Henderson, *Executive Secretary*

1957-58

MILESTONES OF FEA

- 1886 Florida State Teachers Association organized in DeFuniak Springs
- 1887 Vol. I, No. 1 of *Florida School Journal* appeared in September
- 1893 First woman to serve as president—Mrs. M. L. Veenfliet, DeLand
- 1894 *Florida School Exponent*—first issue in March
- 1904 Change of name officially to Florida *Educational* Association (however, Florida *Education* Association used alternately during the next two decades)
- 1916 First woman *elected* president—Agnes E. Harris, FSCW, Tallahassee
- 1923 Headquarters office established at Winter Park with Dr. O. I. Woodley employed as part-time secretary
Vol. I, No. 1, *The Journal* of the Florida Education Association, September, 1923
- 1925 Sectional meetings organized to take place of institutes
FEA Constitution changed to divide the State into districts and to establish a representative assembly
- 1927 Amendment to State Constitution permitting Legislature to appropriate State money for public school support
First Code of Ethics adopted by FEA (revised in 1939 and 1954)
Legislature established "Public Free School Fund" and levied gasoline tax to support it
Florida School Survey authorized by Legislature
Appointment of R. M. Sealey as first full-time executive secretary; headquarters established at Tallahassee
- 1929 James S. Rickards named executive secretary and editor of *The Journal*
Sick Leave Law (5 days and cumulative to maximum of 20 days. Improved in 1939, 1947, and 1955)
Curriculum Revision work in Florida initiated in cooperation with State Department of Education
- 1930 Report of Committee of Sixteen
- 1931 Annual and continuing appropriation of \$7,500,000 to be distributed on Instruction Unit basis
- 1932 Continuing Educational Council organized

MILESTONES

- 1933 Uniform system of financial accounting (Budget Law of 1933, improved in subsequent Legislatures)
- 1935 State appropriation changed to \$800 per Instruction Unit for an eight months term
- 1937 Report of Florida School Code Committee
- 1938 "Parity" Amendment to State Constitution adopted by overwhelming majority
- 1939 Florida School Code adopted by Legislature
Teachers Retirement System established (improved each session of Legislature, and now considered one of the finest in nation)
- 1940 Tax Inquiry Council organized and Brookings Institution employed to study Florida's fiscal situation
- 1941 New Tax Program to re-establish local revenues
- 1944 FEA asked the Governor to appoint a special commission to "map a long-range, total program" for Florida schools
Florida Citizens Committee on Education appointed by Governor
- 1945 Foundation Program Fund established by Legislature (limited to 37 poorer counties)
- 1947 Equalization of educational opportunity in State achieved through Education Act of 1947, which includes Minimum Foundation Program
Security for employed personnel (Continuing Contracts were recommended in 1940, but delayed by war conditions.)
Single Salary Schedules in every county
- 1949 Ed. B. Henderson appointed executive secretary to succeed James S. Rickards, retired
- 1950 Incorporated under the Laws of Florida as Florida Education Association, Inc.
- 1952 Capital Outlay Amendment to State Constitution adopted by 2 to 1 majority
- 1953 New Headquarters building dedicated at 208 W. Pensacola St., Tallahassee (built by Association at cost of approximately one-quarter million dollars)
- 1957 Implementation of Minimum Foundation Program completed with passage of so-called "Package Program"

INTRODUCTION

WHO STARTED OUR Florida Education Association, and when and where? Who has carried on this work from year to year? What has been accomplished? What were some of the conditions under which our predecessors labored?

It is the aim of the following pages to attempt to furnish the answers to these and to similar questions. As teachers in Florida in the middle of the twentieth century, we are interested in what has gone before in so far as our Association has affected education in Florida and our public school teachers.

It seems convenient to treat the early years (1886 to 1929) in units of the presidencies. For the most part, the activities of the Association then consisted of an annual meeting. Occasionally there were standing committees, but of their work there is little record. The variously attempted "journals" were dependent upon such ads and subscriptions as the harassed editors could provide through personal effort. The presidency, in those years, usually coincided with the calendar year. Hence our first section of this volume divides itself naturally into annual units and administrations. We shall entitle each according to year and place of meeting and name of the president elected to serve for the ensuing year. There is some overlapping of years prior to 1896. Each meeting is given a serial number. The original Minute Book itself is not wholly reliable in this particular, as will appear.

Here is an outline of the story from 1886 to 1929, which furnishes the framework of the immediately succeeding pages:

Officers other than president are listed in connection with details on each annual meeting. Complete accuracy here is impossible, especially after 1904, for which years there are no surviving minutes until 1923.

<i>No.</i>	<i>Meeting Place</i>	<i>Date</i>	<i>President elected for the ensuing year</i>
1	DeFuniak Springs	Mar. 1886	S. W. Pritchard, <i>pro tem</i> John A. Graham
2	DeFuniak Springs	Feb. 1887	Frederick Pasco, <i>pro tem</i> Frederick Pasco
3	DeFuniak Springs	Mar. 1888	Frederick Pasco
4	DeFuniak Springs	Mar. 1889	Frederick Pasco
5	Ocala	Mar. 1890	W. F. Yocum
6	Tampa	Mar. 1891	J. M. Stuart (or Stewart)
7	Jacksonville	Jan. 1892	George P. Glenn
8	DeFuniak Springs	Mar. 1893	John P. Patterson (resigned) Mrs. M. L. Veenfliet
9	Gainesville	Jan. 1894	B. C. Graham
10	Orlando	Jan. 1895	J. H. Fulks
11	Jacksonville	Feb. 1896	Harry E. Graham
12	Ocala	Dec. 1896	J. J. Earle
13	DeLand	Dec. 1897	W. E. Knibloe
14	St. Augustine	Dec. 1898	J. C. Compton
15	Tallahassee	Dec. 1899	L. W. Buchholz
16	Tampa	Dec. 1900	W. M. Holloway
17	Ocala	Dec. 1901	Shelton Phillips
18	Orlando	Dec. 1902	Josiah Varn
19	Lake City	Dec. 1903	George M. Lynch
20	Jacksonville	Dec. 1904	A. A. Murphree
21	Miami	Dec. 1905	A. M. C. Russell
22	St. Augustine	Dec. 1906	W. D. Carn
23	St. Petersburg	Dec. 1907	W. H. Russell
24	Gainesville	Dec. 1908	Fons A. Hathaway
25	DeLand	Dec. 1909	Lincoln Hulley
26	Pensacola	Dec. 1910	Asa B. Clark (deceased) Pauline Reese
27	Jacksonville	Dec. 1911	L. B. Edwards
28	Ocala	Dec. 1912	J. L. Kelley
29	Key West	Dec. 1913	R. E. Hall
30	Lakeland	Dec. 1914	A. P. Montague
31	Tallahassee	Dec. 1915	John H. Workman
32	Arcadia	Dec. 1916	Agnes E. Harris
33	Daytona	Dec. 1917	George W. Tedder
34	Gainesville	Dec. 1918	A. Leight Monroe
35	Bradenton	Dec. 1919	B. B. Lane
36	Tallahassee	Dec. 1920	W. S. Cawthon
37	Orlando	Dec. 1921	C. R. M. Sheppard
38	St. Petersburg	Dec. 1922	Rowena Longmire
39	West Palm Beach	Jan. 1924	R. M. Evans
40	Daytona	Dec. 1924	Joseph Roemer
41	Jacksonville	Dec. 1925	R. M. Sealey
42	Tallahassee	Dec. 1926	Chas. M. Fisher
43	Tampa	Dec. 1927	George W. Marks
44	Orlando	Nov. 1928	J. W. Norman

Part 1

*Beginnings
and
Meetings
to 1929*

CHAPTER I

THE F. E. A.—ITS ORIGIN AND HISTORY TO 1929

By R. J. Longstreet

1

The F. E. A.-

Its Origin and History to 1929

WHEN OUR PREDECESSORS in pedagogy arrived in DeFuniak Springs in the first week of March, 1886, the men probably dressed in frock coats, they came via the Jacksonville, Pensacola, and Mobile Railroad which had its western terminus at River Junction. It is likely that most of the teachers headed for this first "Teachers Congress" were from the northern tier of counties, for there were no railroads on the East Coast south of the Tomoka River. The "Ridge"—destined to become famous also— was without rails south of Sanford (which opened its first railway to the north just ten days before the DeFuniak Springs meeting). Tampa had been without railroad up to 1884. And there were no highways in 1886.

It will be difficult for our modern teachers even to imagine the conditions under which these 1886 delegates labored. A few excerpts from the *Biennial Reports* of those days will suffice to indicate the situation. In 1884, Florida had about 58,000 pupils, but only 60% of them actually attended school for an average school term of 82 days. The voters had adopted a new State Constitution, to go into effect in 1887, which did indeed give some hope for the future; for instance, as much as five mills county tax for schools, if the board agreed. The Jacksonville *Herald* cried that that was too much money!

There was no State course of study. Most of the teachers were "certificated" by county school boards; the certificate was good in the county in which issued, and for one year. The state superintendent could issue "first grade certificates," i.e., a higher certificate good in what were then called high schools. But of the 1653 teachers in the State, only 73 held this superior form of certificate.

There were no "normal schools" in Florida. In 1887, one opened at DeFuniak with 16 students. Most teacher training, for years to come, was provided by private institutions, e.g., the Florida Normal School and Business Institute at White Springs, Guilliams' famous Normal Institute at Jasper, and to some extent by two colleges—Stetson and Rollins. Those DeFuniak Springs-bound 1886 teachers had a monthly wage ranging from \$20 in Gadsden County to a high of \$77.50 in Polk County and in each of these counties a term of five months—the highest in the State. Thus it appears that they did not have much to look forward to, nor much to attempt teaching with.

"Education" was no career then, save for a few who moved into administration (such as it was and only part-time), or who taught in the institutions of higher learning (such as they were—mainly secondary in curriculum, and sadly housed). Almost all of the public school teaching in those years was elementary, and in one-room schools. In 1890, there were only ten high schools in Florida enrolling 700 pupils, and employing 27 teachers!

As late as 1900, though conditions improved, it is interesting to read Tampa's boast that they had built a new high school at a cost of \$6,190.00. Lamented the state superintendent, "No one believes that the average intelligence of any people can be very high when the average schooling is 47 days a year." The status of higher education is reflected by the enrollment of 235 students at Florida Agriculture College in Lake City, of whom only 50 were rated in "college." The Dade County school board reported that it intended to put city water and a sanitary closet in its four-room school "in the very near future." Bradford County had three new school houses at a cost of \$150.00 each, "the patrons doing the work *gratis*." In Gadsden County, the superintendent said, "Our public school at Quincy is about to rot down." In Marion County, the complaint was that "The ladies leave a \$40 school for a \$30 man." So, our predecessors, at the turn of the century, did not occupy a very favorable position!

But, we did have teachers in 1886, and some of them as we have seen, de-trained at DeFuniak Springs in the first week of March, 1886. Why were they there? In a sense, they were at DeFuniak because Henry Barnard (1811-1900) invented "the teachers' institute"—a short but intensive training period for teachers covering, at most, a few weeks. This training was mostly in subject matter fields, for most teachers were mere "grammar school grads."

The connection of Barnard's institutes with our FEA was in this wise. The Florida Legislature of 1883 provided a small sum for teachers institutes and at the same time provided for the establishment of two "normals," one at Gainesville and one at Tallahassee.

First Meeting March 2-8, 1886

DeFUNIAK SPRINGS

President pro tem:
S. W. PRITCHARD
Elected president for
ensuing year:
JOHN A. GRAHAM

IN 1885 THE STATE SUPERINTENDENT busied himself with "holding institutes" assisted by four Florida teachers, three of whom became prominent in later FEA work, i.e., H. N. Felkel, John A. Graham, and Mrs. H. K. Ingram. In 1886, institutes were held in 28 counties, each for a two-weeks term. The most important of these was to be held at DeFuniak, and that resulted in the gathering mentioned above. This meeting was planned as the most important of the series because it was to meet with the Florida Chautauqua, which had been just organized in Walton County.

Capt. W. D. Chipley of Pensacola, a moving spirit in this enterprise, wrote the state superintendent to suggest that a state institute be held in connection with the Chautauqua, and on October 10, 1885 the superintendent replied saying, "I want this to be a regular state institute."

We pause here to explain what a "Chautauqua" meant to those in "far parts" in the latter half of the 19th century. Briefly, it was a program to bring "culture" to the country. For a period of perhaps four weeks, the townspeople and their country cousins were edified by a series of imported talent. Here then, at DeFuniak, where a chautauqua was being started, was the logical place for a state-wide institute of his teachers, believed State Superintendent A. J. Russell.

In his Biennial Report, 1884-86, Supt. Russell wrote, "In February, 1886, through the enterprise and liberality of the Florida Chautauqua at DeFuniak Springs and every railway and line of steamers in the State, I was enabled to assemble the first state teachers institute and the first convention of county superintendents ever held in the State. I felt warranted in calling both the institute and the convention, which brought together 345 teachers* and superintendents from a majority of the counties . . . A State Teachers Association was formed and regularly organized, and the beneficent influences of the state institute have been patent."

Here then was the *fons et origo* of the Florida Education Association. The teachers were summoned to a week-long stay at DeFuniak where they could benefit by the talent brought to the Chautauqua. While there, they decided to create a state-wide organization of their

*One record says 230.

own, and named it the Florida State Teachers Association. The original *Minute Book* (1886-1904)* records nothing of this organization meeting. But from other sources, we attempt a reconstruction of events.

The Pensacola *Commercial* carried the following news item as of March 17, 1886:

At 12:30 a.m. on Thursday, the 4th of March, the teachers in attendance at DeFuniak Springs, numbering 700 (sic), were called to order by J. A. Graham, city superintendent of schools, Key West, who spoke of the necessity of forming a State Teacher's Association for the State of Florida. On motion of Col. John T. Beeks, Supt. of Schools for Orange County, S. W. Pritchard of Haines City, Polk County, was elected President and Robert M. Smith, Public School Supt., Orlando, Orange County, Secretary.

It was unanimously resolved to organize the Florida State Teacher's Association. S. W. Pritchard, Haines City, J. A. Graham, Key West, and Robert M. Smith, of Orlando, were appointed a committee on permanent organization. This committee drew up a constitution and by-laws for the government of the Association, which on being submitted to the convention were adopted.

The following officers were then elected for the ensuing year: President, J. A. Graham, Key West; Treasurer, Harry DeMilly, Tallahassee; Recording Secretary, R. M. Rae, Dade City. Executive Committee: S. W. Pritchard, Haines City, Robert M. Smith, Orlando, Mrs. H. K. Ingram, Jacksonville, H. N. Felkel, Tallahassee, J. M. Stuart, Apopka. Vice Presidents are from each county in the State.

Immediately after the general meeting the executive committee went into session and elected S. W. Pritchard of Haines City, President, and Robert M. Smith, of Orlando, Secretary.

Signed: S. W. Pritchard, Pres't.

Robert M. Smith, Sec'y

This first meeting on Thursday, March 4, 1886 was apparently for the purpose of electing temporary officers, until a Constitution and By-laws could be written and adopted. It is plain that those first officers were S. W. Pritchard, president, and R. M. Smith, secretary. They signed the report to the Pensacola paper, as of March 17, and thus may be said to have had a term of office of two weeks. Before leaving DeFuniak, the Constitution was prepared and adopted, and under it, John A. Graham of Key West was elected as president "for the ensuing year." This report names R. M. Rae (Ray) as the elected secretary. But when the minutes of the meetings of the first executive

* This *Minute Book* was almost lost to us. In 1934, it was discovered in the Court House of Santa Rosa County. How it got there does not appear. Nor do we yet know what became of its successor, which perhaps extended to 1922. The FEA is actually without official record for the years 1904-1923.

committee were written, they were unsigned; the second meeting of the committee was in Orlando—the minutes signed, Robert M. Smith, secretary.

There is another contemporaneous account of the first meeting in the *Florida Mirror* of Fernandina, April 17, 1886. This is a flowery bit of writing in which we learn nothing new from one who attended that meeting. This reporter noted that it was the original design of the founder of the Chautauqua to establish in connection with it an annual teachers institute, not to provide opportunity for the creation of a state teachers association.

The original *Minute Book*, as previously stated, does not contain any record of the Association meeting at DeFuniak in March, 1886. The first entry in the book is about the initial meeting of the *executive* committee. There we learn that S. W. Pritchard was elected chairman of the committee and Robert M. Smith secretary of the same. These, of course, are the two who signed the report to the *Pensacola Commercial*, as "President" and "Secretary." Perhaps they signed in the capacity of executive committee, not FSTA. There seems no way to determine this question.

The first entry in the *Minute Book* is not precisely dated. In beautiful handwriting (not that of H. W. DeMilly, acting recording secretary in 1889), this 300-page leather-bound volume begins:

DeFuniak Springs, 1886

The first meeting of the Executive Committee of the Florida State Teachers Association convened here this day. Present: S. W. Pritchard, Mrs. H. K. Ingram, J. M. Stuart, and Robert M. Smith. "Prof" Pritchard of Haynes City was elected "President of the Committee" and "Prof" R. M. Smith of Orlando was elected Secretary. The committee decided that the next "Annual Congress" should be held at Orlando during Christmas week. The Secretary was instructed to write to all the county superintendents asking for names of teachers, and the nomination by the superintendent of one teacher from each county for the office of Vice-president.

At the later date (unlisted) the committee met in Orlando, together with J. A. Graham, president of the Association. The secretary reported that 21 county superintendents had replied to his request for names. The secretary was instructed to "prepare the constitution and by-laws for publication" and to have "letter-head and envelopes printed for his official correspondence." The propriety of establishing a school journal was discussed.

On page 257 of Volume I of the Minutes of the Orange County B.P.I. we find a newspaper clipping giving an account of the meeting of the Executive Committee of the FSTA at Orlando. The clipping is pasted on the page for meeting of the Board on April 5, 1886. This account is similar to that found in the first entry in the *Minute Book* of the FSTA (see below). It seems clear that at this time, S. W. Pritchard of Haines City and Robert M. Smith of Orlando were president and secretary, respectively, of the Executive Committee, not of the FSTA. (Cp. Pensacola *Commercial* item)

Thus, our "Founding Fathers" were, first, State Superintendent Albert J. Russell, himself never a teacher, but conspicuous as a school administrator, and certainly the one man to whom credit is due for the organization of the FSTA which became the FEA. A. J. Russell is the only schoolman in our history of whom there is a printed biography. Second among the founders were the two teachers who were elected president *pro tem* and secretary *pro tem* of the first meeting at DeFuniak Springs viz., S. W. Pritchard of Haines City and Robert M. Smith of Orlando. Reference to the biographical section of this *FEA History* will reveal that we were unable to discover anything about these two men, save that in the case of Robert M. Smith, the first *Minute Book* of the Orange County B. P. I. contains a clipping from the *Orange County Reporter* of April 2, 1885 showing that Smith attended the 1885 institute at Orlando. Another clipping, undated but on the page of minutes for April 5, 1886, relates that Smith was secretary of the executive committee of the FSTA. The Minutes also reveal that he was principal of the Orlando school, appointed October 6, 1884, in which capacity he served until the spring of 1887.

Among the "Fathers" we may also count the officers elected to serve for the year 1886, viz., John A. Graham of Key West, president; Harry DeMilly of Tallahassee, treasurer; R. M. Rae (Ray) of Dade City, secretary; and other members of the Executive Committee, viz., Mrs. Helen K. Ingram of Jacksonville; H. N. Felkel of Tallahassee; and J. M. Stuart of Apopka. Brief biographies of these early officers will be found in the proper place in this volume. We repeat the names of the *founding nine*:

A. J. Russell	S. W. Pritchard	Robert M. Smith
John A. Graham	Harry DeMilly	Helen K. Ingram
H. N. Felkel	Robert M. Rae	J. M. Stuart

And this is all we know about the first year of the Association, then called the Florida State Teachers Association, save for the following item from the Official Program of the Florida Chautauqua at DeFuniak Springs, February 23-March 29 (The Assembly of 1886).

On page 6 we read that the "Opening Day of the Teachers Congress" was Tuesday, March 2, and the following was the program:

Address	A. J. Russell, State Superintendent
Address	G. J. Orr, Commissioner of Education of Georgia
Address	Edward Brooks of Philadelphia
Address	C. H. Payne, President of Ohio Wesleyan University
Chorus Class	C. C. Case
Lecture	Leon H. Vincent of Philadelphia
"Rome and Hannibal"	
Lecture	Marcus P. Hatfield, M.D. of Chicago
"The Care of the House in Which We Live"	
Illustrated Lecture	E. Warren Clark of Tallahassee
"Three Thousand Miles through India"	

On Saturday, March 6, the 9th session of the "Teachers Congress" was held, and on Monday of the next week, the final session.*

Second Meeting February 23-28, 1887

DeFUNIAK SPRINGS

President pro tem:
FREDERICK PASCO
Elected president
for ensuing year:
FREDERICK PASCO

ON JANUARY 15, 1887, Supt. Russell sent out an announcement stating that a session of the Institute would begin on Wednesday, February 22 at 10:00 a.m. and would continue for one week.

Many of the foremost educators of the day and time will be present and give us the benefit of their long and tedious experience . . . This is the second session of the Florida Annual State Teachers' Institute and will be the second meeting of the FSTA.

From the *Minute Book*, signed by Henry Merz, recording secretary, we glean these facts about the second annual meeting, again at De-

* In Biennial Report 1894, page 38, Supt. Sheats reported FSTA was organized in 1886 at DeFuniak "with Rev. F. Pasco as president." This error has long been perpetuated. Supt. J. C. Compton in 1934 wrote, "Dr. F. Pasco has been president of the Association from its origin to 1890." Professor L. W. Buchholz in 1934 wrote that "F. Pasco held that office from the beginning of the Association."

Funiak Springs. The speaker, of Philadelphia, failed to appear for his 9:00 a.m. lecture on February 24, and so, "that time was placed at the disposal of the State Teachers Association." But neither was John A. Graham of Key West present, and no vice-presidents (one from each county) had been chosen. Therefore "Professor" Pasco of Duval County was chosen president, and "Prof." J. H. Girardeau, secretary.

The Program Handbook of the Third Annual Session of the Florida Chautauqua includes this item:

Wed. Feb. 23, Opening session of the Interstate Teachers Congress and Florida Teachers' Institute

Thurs., 4:30 p.m. Meeting of the FSTA

Thurs., Mar. 3 Closing Session of the Teachers' Congress

"The secretary then read the constitution, after which the president called on Hon. A. J. Russell to set forth the advantages of this Association to the teachers, to the profession, and to the cause of education in this State." Major Russell urged the teachers "to unite in this organization, to sympathize with each other, and to encourage each other in this mighty battle against ignorance." In the afternoon session, the treasurer reported a balance of \$3.25 cash on hand. An election of officers was held with the result that "Professors Pasco, J. P. Patterson, J. F. Forbes, H. Merz, and Supts. W. N. Sheats and A. J. Wood" were nominated, and "Prof." Pasco was chosen. "The election of the vice-presidents was deferred." By acclamation H. Merz of Lake City was elected recording secretary, and H. DeMilly of Tallahassee, treasurer. Elected to the Executive Committee were: J. P. Patterson of Pensacola, Mrs. H. K. Ingram of Jacksonville, Miss Louise Tucker of Jacksonville, J. M. Ottoway of Gainesville, and J. H. Girardeau of Monticello. 300 in attendance,* says Biennial Report '87.

The major purpose of the gathering at DeFuniak was the "institute," not the FSTA but we read in the Minutes that the Chautauqua allowed the teachers to meet in the chapel, where they appointed a committee "to arrange a program." Apparently they were not content with the Chautauqua offerings. W. J. Bordon of Oxford did not approve this plan of doing teacher business on the side, and he introduced a resolution that a meeting time be selected "when there will be no other assemblages in session." This motion was approved. But those present laid on the table the first attempt of the newly organized Association to influence school legislation—a motion that "a system of compulsory school attendance should be established."

* In a letter of June 15, 1934, L. W. Buchholz wrote that attendance at second meeting was about 150.

Another motion proposed that "recreant teachers should be compelled to attend" county institutes. This also was laid on the table. H. Merz of Lake City was author of a resolution, referred to the Executive Committee, that the Association "establish at once a teachers' journal . . . to be the official organ of this association." The next day the Committee approved the plan, the proposed journal to appear in ten numbers, at a cost of one dollar per year to subscribers, but not until \$500 had been raised for the enterprise. After this the recording secretary noted that the "Teachers Congress adjourned *sine die*." They still were not sure what the name was!

In September, 1887, appeared Vol. I, No. 1 of the proposed journal named the *Florida School Journal*. This volume apparently consisted of four numbers only, Vol. II beginning the new year. It seems that the committee appointed at DeFuniak to do something about a journal had done nothing. Therefore, the maker of the original resolution, Henry Merz, undertook the task of editorship himself. He announced his plan to print "articles on the most approved methods of teaching" and invited each county superintendent to appoint a county correspondent who was to have a half-page in the *Journal* for local news.

The aim of the *Journal*, wrote Mr. Merz, was (1) to establish a means of communication between superintendents and teachers, (2) to furnish to teachers the best educational literature, (3) to promote morality as well as the acquisition of knowledge, (4) to establish and foster institutes in each county, (5) to raise the standard of our profession. He published the minutes of the 1887 meeting, and according to him, both the resolutions which were laid on the table, were adopted.

Reviewing the first year of the Association, the editor pointed out that it "consisted in organizing, adopting a constitution, and electing officials." It seems incredible, but there the record stands in printers ink—Membership: 19! In this second year, the membership had increased to 47 out of 1400 teachers, he declared with discomfort.

The editor described some of the aims of the FSTA:

- (1) to investigate and present to the teaching fraternity the progress of education in Florida
- (2) to find out the standards of our teachers for the purpose of raising them
- (3) to present the best plans for supervising schools and the best methods of teaching.

Referring to the 1887 meeting, he reported that 300 teachers were in attendance, but that obviously they came to attend the Chautauqua

"Teachers Congress" and not the FSTA. Merz held the latter to be much the more important. "There are in our State 45 superintendents, several colleges and seminaries, every one with an excellent faculty. Who says we can't make up an interesting program for a two-three day meeting of the STA?" Already the leaders wanted to be independent of institutes or the Chautauqua, and to have and run their own convention.

A vignette of the contemporary scene as painted by the editor, is his comment on Columbia County:

Nearly twenty schools receive only \$60 . . . exclusive of board which is furnished by the patrons; but what teacher, whether male or female, can or will secure the necessary preparation with such remuneration in view? . . . We *must* have longer terms and better pay.

But elsewhere, the editor wrote with equal truth, "No teacher can gauge his services by dollars and cents."

The title under which this 1887 meeting occurred may be seen in the *Pensacola Commercial* of February 24, 1887, conveying the intelligence that "the Interstate Teachers Congress and the Florida State Teachers Association opened at 10:00 o'clock, Wednesday, February 23."

3rd Meeting March 12-15, 1888

DeFUNIAK SPRINGS

*Elected President
for ensuing year:
FREDERICK PASCO*

ON MARCH 12, 1888, the teachers were back again in DeFuniak Springs, apparently not having agreed upon any other place, for "the third institute."

At the opening session Hon. A. J. Russell asked "hearty support" for the *Florida School Journal*. But it seems that the Tabernacle was rapidly filling with Chautauquans, so "the Association adjourned until the next day at 3:00 p.m.," at which time some troubles were aired. It seems that the Duval County School Board "was not in favor of teachers coming to the meeting . . . claiming that the interruption in the public schools was attended with unfavorable results." But reports from Lake, Columbia, Liberty, and Santa Rosa were favorable, while Jefferson County reported "an under-current of public sentiment against it." Those from Madison and Alachua reported that they knew of no opposition.

It is evident that the tie-up of Chautauqua and "Congress" led to the idea that what the teachers went away for, was really an "Institute." The teachers at DeFuniak in 1888, changed the name to Florida State Teachers Institute. At the same time the membership fee was reduced from \$1.00 to 50¢. Henry Merz reported that the *Journal** for six issues had already cost \$457.55, and was thus in the red. Five counties reported subscriptions, and \$130 was pledged by those present at this session.

The body adopted resolutions calling for "a vigorous effort to secure the attendance of all teachers and friends of education in the State," and for county superintendents "to bring all the pressure they can to bear upon teachers in their employ to attend the State Teachers Institute." To this end the Institute authorized a "circular" setting forth the reasons why teachers should attend. The secretary also noted that "the Congress" expressed the sentiment that teachers should be consulted in the selection of textbooks.

The treasurer reported 38 members had paid the \$1.00 dues, after which officers were elected:

President: Prof. F. Pasco of Jacksonville

Vice-presidents:

Prof. R. S. Pringle of Alachua

Supt. N. B. Cook of Escambia

Supt. E. G. Persons of Columbia

Supt. G. J. Graham of Hamilton

Prof. M. C. Allen of Duval High

Supt. L. W. Buchholz of Hillsborough

Prof. S. J. Irwin of Jackson

Supt. S. C. Bott of Jefferson

Supt. J. C. Compton of Lake

Supt. S. J. Perry of Madison

Prof. B. F. Allison of Orange

Prof. E. W. Roberts of Santa Rosa

Supt. C. A. Whitfield of Sumter

Recording Secretary: Prof. Geo. P. Glenn of Jacksonville

Treasurer: Prof. H. N. Felkel of DeFuniak Springs

Executive Committee: Prof. F. Pasco, *ex officio*, Prof. Jno. P. Patterson of Pensacola, Prof. M. C. Allen of Jacksonville, Prof. F. L. Kern of Madison, Prof. Geo. P. Glenn of Jacksonville, Prof. J. H. Girardeau of Monticello

* Presumably there are no 1888 copies of *The Journal*.

The title "Professor" was commonly used in those days to designate a teacher or a principal of a secondary or elementary school. It was a sort of pleasant country humor!

4th Meeting March 11-13, 1889

Elected president
for ensuing year:
FREDERICK PASCO

DeFUNIAK SPRINGS

OUR ONLY SURVIVING RECORD of the year 1888-89 is that of the *Minute Book*, from which we learn that the 4th meeting was again held in DeFuniak. The word "Institute" was now abandoned for the proper name—"Florida State Teachers Association." H. W. DeMilly was the acting secretary, and we read in his report that two committees were appointed at this time; one to revise the constitution, and one to consider the problem of the *Florida School Journal*, whose editor F. L. Kern was having his troubles.

The election results were as follows:

President—Frederick Pasco of Jacksonville

Three vice-presidents: H. N. Felkel, W. F. Yocum, B. C. Graham

Secretary—H. W. DeMilly of Tallahassee

Treasurer—Mrs. Lena B. Mathes of Tampa

Appointed to the Executive Committee were: Geo. P. Glenn of Jacksonville, F. L. Kern of Lake City, M. C. Allen of Duval High School, H. N. Felkel of DeFuniak Springs, L. W. Buchholz of Bloomington, J. M. Streater of Ocala.

In his Biennial Report 1894, State Supt. Sheats gives attendance of not over 150 at this meeting.

The constitution of the FSTA was printed in the April, 1889 *Journal*. Article IV, Section 1, provided that all teachers and county superintendents might become members "by the act of signing the constitution." Then, "there shall be no fees or dues, all liabilities shall be met by an assessment upon the membership."

The *Florida School Journal* was declared to be "the official organ of the State Board of Education and the State Teachers Association." In the June, 1889 issue of the *Journal* announcement was made of an excursion of Florida teachers to the National Education Association

annual meeting in Nashville, Tennessee, with Mrs. H. K. Ingram, "lady chaperon for North Florida" and Mrs. Lena B. Mathes, "lady chaperon for South Florida." There is no record of what happened to this venture.

5th Meeting March 5-8, 1890

OCALA

Elected president
for ensuing year:
W. F. YOCUM

FOR SOME REASON, the *Minute Book* omits any record of this Ocala Meeting,* and in 1891 seems to assume that there was no 1890 meeting. But there was a meeting as we learn by an examination of files of the *Times Union*, the March 6, 1890 issue of which carries a story of the State Teachers Association meeting in Ocala, starting March 5. For March 7, the news report states that the Association adjourned after two speeches, and then the "State Institute" opened with a lesson on "Thought Development" by "Professor Glenn of the Jacksonville Grammar School." There was also a lesson on English literature by J. M. Stuart of Marianna, as well as "an excellent lesson in primary reading," and a talk on intermediate numbers. This was *institute* business, not STA business, one feels obliged to note!

Of this first meeting away from DeFuniak Springs, L. W. Buchholz later wrote "Lectures were provided from the ranks of the teachers of the State. The whole time was devoted to the consideration of matters pertaining to the school work before them, without the attraction or distraction of the Chautauqua."

On March 8, we read in the *Times Union* results of the election at Ocala: for President, W. F. Yocum of Bartow; for Vice-president, J. M. Stuart of Jackson County; for Secretary, George Stuart of Marion County; for Treasurer, Mrs. Lena B. Mathes of Tampa. There is no record for elections to the executive committee.

"Then institute work resumed." The afternoon session opened with "a most able paper on spelling and the teaching of language by

* On page 101, Volume I Orange County B.P.I. Minute Book, there is inserted a circular letter received from the secretary of the FSTA stating that "Notwithstanding the action of the last Legislature in cutting off the appropriation for the support of institutes, State Superintendent Russell has called the State Institute to convene at Ocala, March 5-8, 1890."

Professor J. M. Stuart of Marianna." He was followed by Professor Graham of Tampa who so treated the dry subject of grammar as to "elicit frequent applause." Professor Kern, we read, was elected "manager of the *Florida School Journal*," but we have no copies for any of 1890.

The *Times Union* reporter tells us (on March 9) that the Ocala meeting was "the largest, most successful and most influential gathering of teachers ever held in Florida. About 300 delegates were present."

"As shown by their deliberations, the good of the pupil, not the advancement of the teacher, was the ultimate object of all of their discussions." The editorial page continued to praise individually "the scholarly Felkel of Walton, the fiery and enthusiastic Stuart of Jackson, the equally zealous Buchholz and Graham of Tampa, Patterson of Santa Rosa, Streater of Marion, Griffin of Jefferson, Pasco and Glenn of Duval, Mrs. Mathes of Tampa, Miss Hampton of Alachua, Miss Tuttle of Polk, and Mrs. Ingram of Duval."

6th Meeting March 10-13, 1891

TAMPA

*Elected president
for ensuing year:
J. M. STUART*

THE MINUTE BOOK records that at this first Tampa meeting of the Association, "there were present some 400 teachers, representing almost every county in the State, as well as nearly every state in the Union." On Wednesday morning, the Association met "at the gospel tent" and "the choir sang an anthem."

When the president called for the constitution and by-laws, they could not be found. The careful secretary included the entire program in his minutes. We note that Major Russell was called to the rostrum to deliver "a short address full of pathos, humor, and enthusiasm."

In the afternoon session, "Supt. Sheats of Alachua told 'What a Superintendent Sees' in a clear and forceful manner." In the evening of the first day, Major Russell "held his audience spell-bound for an hour and a half." Observed the secretary, "With such a man as Major Russell at the head of the school work in Florida, we may reasonably hope ere long to stand side by side with the foremost states in the Union in educational advantages." ("Ere long" proved to be a long time.)

On Thursday afternoon "Miss Partridge of Philadelphia gave an interesting talk on 'The New Methods'"—so, they had it even then. V. E. Orr, publisher of the *Florida School Journal*, "made a statement showing that the *Journal* was a financial failure." Whereupon the convention voted to turn it over to him *in toto*.

It was voted that hereafter "the addresses before the annual meeting be published in pamphlet form . . . the expenses to be guaranteed by subscriptions to the book among the teachers." Some contemporaneous critic (the then secretary) wrote in pencil in the margin of the *Minute Book*, at this point "Tom-foolery." Inasmuch as the treasury at this time contained \$30.80, the penciled comment was not superfluous.

The annual elections produced these results:

President—J. M. Stuart of Florida Agricultural College, Lake City

Vice-president—George C. Looney of Melrose

Secretary and Treasurer—Geo. S. Stuart of Anthony

Corresponding Secretary—W. B. Griffin of Pensacola

There is no record for elections to the executive committee.

On page 37 of the *Minute Book*, the secretary copied the then current FSTA Constitution. Among its brief provisions, we observe with interest Article V, Section 5, "No two of the three elective members of the Executive Committee shall be selected from the same section of what is known as East, West, Middle, and South Florida." The committee which prepared this constitution was: W. N. Sheats, J. M. Stuart, Mr. Hill, Mr. Cook, W. N. Simmons, and R. A. Glenn.

The new editor of the *Journal*, V. E. Orr, was a dealer in school supplies, located in Jacksonville. He was not a teacher. In the September issue (1891) of the *Journal*,* he let loose a blast against the practice of school boards which required a teacher to maintain a certain average attendance under penalty of having his pay cut accordingly.** "Vicious practice . . . fosters falsehood, trickery, and deception" declared the editor. It is difficult to believe that as of 1890 such was a practice in this State!

The new editor also called attention to the fact that St. Augustine and Pensacola were "now city schools with a city superintendent like Jacksonville," when Geo. P. Glenn became the first such school official

* We have only three issues of the *Journal* in 1891—Oct., Nov., Dec.

** See page 243 of *Minute Book* Volume I of Orange County B.P.I.—"Where the daily average attendance is less than 14 (the teacher) shall receive a salary of \$20.00 per month. A teacher whose ADA is greater than 14 scholars shall be paid \$1.50 per month per scholar."

in the State. But this office was short-lived. It ceased to exist when W. N. Sheats got into the driver's seat.

In a letter of December 18, 1934, W. S. Cawthon recalled that at the 1891 Tampa meeting "steps were taken to place membership on a definite basis. W. N. Sheats, then Supt. of Alachua County, . . . stated that he did not know whether he was a member of the Association or not."

7th Meeting January 5-8, 1892

JACKSONVILLE

*Elected president
for ensuing year:
GEO. P. GLENN*

THE MINUTE BOOK provides a rather full account of this the first meeting of the Association in Jacksonville. At the first session, January 5, we learn that Prof. Felkel read an original poem "The Song of the High School." Then, by motion, "the people of Jacksonville were invited to attend our meetings." The annual address of the President "was an hour long but was well received." In those days, it was the practice to have a discussion of a speech immediately after its delivery. On this occasion, Messrs. Sheats, Patterson, and Major Russell availed themselves of the custom. The secretary notes that 842 teachers were enrolled for the convention, surely the largest number to that date. (In his 1892 Report, the state superintendent said that 1014 attended the 1892 meeting in Jacksonville; while the Biennial Report of 1894 says about 600 teachers, the rest were citizens.)

In the evening session, it was found necessary to limit "discussants" to five minutes each. After hearing a paper on "Music in the Public Schools" the members were so moved that "catching the inspiration, they arose and sang 'America,' Supt. Buchholz taking the lead and keeping half a line ahead."

At this Jacksonville meeting, Major Russell was presented with "a salver of solid silver, 10 x 20 inches" by a committee acting "in behalf of the State Teachers Association, more than 1,000 strong." The inscription was surrounded "by a circle of ten dollar gold coins." The presenting committee consisted of these well-known names: James M. Stuart, Helen K. Ingram, Lena B. Mathes, John P. Patterson, Henry Noel Felkel, and W. F. Yocum.

On this occasion, FSTA President James M. Stuart declared that

but for Major Russell's efforts, "this STA would not now have an existence." In the light of what we know, it does seem appropriate to name the gallant Major "Father of the FEA."

The next evening, the teachers met in the Presbyterian Church where they were addressed by Governor Fleming.

On January 6, among items on the program we read "Prof. Patterson then read a paper on 'Henry's Flints'." Who can tell us what *that* was about? This was followed by a paper on "Scholarship or Method" by Prof. Felkel. "A general discussion arose *for* and *against* the modern methods, consuming the remainder of the morning session."

The record is that the committee on curriculum for the ungraded schools was continued for another year. This seems to be the first reference to such STA work.

On the last afternoon, resolutions were adopted which aimed to encourage "the application of the principles of the 'new education'" and asked the Executive Committee to arrange, hereafter, for two main addresses per session, and "two speakers appointed to discuss each address." The resolutions also expressed favor of "a presentation of subjects in a practical form when possible"; noted with pride that institutes were being conducted in several counties; urged that "efficient, progressive, and educated school men should be elected to fill the high office of county superintendent"; that the State should "establish kindergartens when and where practicable"; asked the Legislature "to provide a system of uniform examinations" for teacher certification, to be known as "first grade," "second grade," "third grade," with a provision for life certificates "in order that our calling may take rank alongside of the other professions where it legitimately belongs." This set of resolutions seems to be the first comprehensive effort by the Association to influence legislation. This convention amended the constitution to provide for an Executive Committee of nine, three for one year, three for two years, and three for three years, the president to name the chairman. There was also created an "Advisory Council of Fifteen . . . to consider important questions and present business to the convention."

The officers elected were:

President—Geo. P. Glenn of Jacksonville

Vice-president—Mrs. H. K. Ingram of Jacksonville

Secretary and Treasurer—Mrs. S. F. Smiley of Gaiter

Executive Committee for one year: J. P. Patterson, L. W. Buchholz, W. F. Yocum; for two years: F. L. Kern, J. M. Streator, W. E. Knibloe; for three years: A. E. Booth, C. D. Clingan, W. N. Sheats.

In the evening session, H. N. Palmer was chosen by acclamation to be corresponding secretary, after which they listened to U. S. Attorney General Lamar.

In the spring of 1892, a new periodical appeared—the *Florida Teacher*. A. E. Booth of Dade City, editor and publisher. We have only Nos. 3 and 4 of Volume I, and it seems that the new journal failed at that point. In the June issue of the *Florida Teacher* appeared a list of officers of FSTA and in the Executive Committee, one notes with administrative interest that Pensacola, St. Augustine, Ocala, Dade City, and Orlando had “city superintendents.”

The names of the newly created Advisory Board members are given: J. M. Streator of Ocala; H. N. Felkel of DeFuniak; Mrs. H. K. Ingram of Jacksonville, J. M. Guiliams of Jasper, W. F. Yocum of Bartow, George Stuart of Anthony, Mrs. L. B. Mathes of Tampa, Dr. Jones of Manatee, L. W. Buchholz of Bloomingdale, Geo. C. Looney of Melrose, C. Whitfield of Sumterville, H. E. Carlton of Fort Green, J. C. Compton of Tavares, Miss C. Liewellen of Green Cove, Mary S. Johnston of Dade City, J. H. Fulks of Leesburg, Col. John T. Beeks of Orlando, and J. H. McCoy. The rural status of Florida is well illustrated in the addresses of the above educational leaders of 1892.

The editor of the *Florida School Journal* (March, 1892 issue) asks “Why not devote our annual gathering to the devising of means whereby public sentiment shall be more favorably impressed and the business of teaching receive the recognition and prestige to which it is entitled?” He continued to observe that the Association must have an organ through which to advocate its views and to reach every teacher and school official and to educate the masses to the real importance of “mental culture.” We must:

Forever banish third grade certificates . . . and demand remuneration that shall not humble pride and blast self-respect . . . The compensation accorded teachers affords a true index of the real respect and appreciation the public has for teachers and for their work.

Mrs. H. K. Ingram declared at this annual meeting “We in Florida have reason to be proud of this Association, yet up to the present time it has been simply a teachers’ institute.” Thus the note was sounded that the FSTA must do more than listen politely to papers on the new pedagogy.

Another contemporary note is an editorial observation, “While there are no officers so important . . . yet none is selected with so little regard for education facilities as are our county superintendents.”

The Executive Committee met in Lake City, April 23, 1892, to

plan the program for the next meeting. They agreed on one paper by Alonzo W. Mell entitled "Is Teaching a Profession? If Not, Why Not?" The committee also adopted a rule that "only persons who pay their dues and wear FSTA badge will be allowed the privileges of the Association."

In a later letter from Prof. L. W. Buchholz we learn that "It was voted to have the next convention at DeFuniak Springs in April so as not to interfere with the regular work of the schools, the great majority of which are closing out before that date."

8th Meeting March 21-24, 1893

DeFUNIAK SPRINGS

*Elected president
for ensuing year:*

JOHN P. PATTERSON
(resigned)

MRS. M. L. VEENFLIET

THE DEFUNIAK MEETING of 1893 was the first at which the convention was divided into sections. This was the arrangement in 1893:

Primary Section—Mrs. M. L. Veenfliet, "Principal"

Pedagogical Section—L. W. Buchholz, "Principal"

General Section—David L. Ellis, "Principal"

"A general session of all sections was held each morning and evening." A "celebrated musical director," Dr. R. H. Palmer led the singing. We are told that among the songs were "Rejoice and Be Glad," "Encourage My Boy to Say No," "Angry Words Oh! Let Them Never," and "What Can Little Hands Do?" and the secretary solemnly adds that these were "enthusiastically sung by the audience." The *Minute Book* has 38 pages devoted to a detailed account of this three-dimensional meeting, all in the meticulous hand of John B. Parkinson, appointed acting secretary.

In 1893, the FSTA really had a head-liner, Col. Francis W. Parker of the Cook County Chicago Normal School. Wrote the acting secretary, "Those who have heard his lectures have a priceless stimulant which becomes true mental food, strengthening them for further work."

The resolutions adopted this year, just before the Legislature convened, called upon that body "to establish summer normal schools

in all sections of the state"; declared that questions for certification of teachers "be prepared by a committee of prominent teachers in connection with the state superintendent"; urged that the county school boards allow teachers compensation while attending meeting of the FSTA. And finally, this one:

That this Association request the daily papers of Florida to tell us why it is that reporters are not sent to our meetings. Whether it be that the daily papers have no interest in the cause of public education, or whether it be that we, the teachers of Florida, are unworthy stewards. If the cause of the lack of our recognition be our unworthiness, will the daily press please tell us what we can do to render ourselves worthy of their recognition and hearty co-operation? (One could wish that this had never been adopted.)

Officers elected were:

President— John P. Patterson of Pensacola

Vice-president—Mrs. M. L. Veenfliet of DeLand

Recording Secretary and Treasurer—John B. Parkinson of Daytona

Corresponding Secretary—D. L. Ellis of Kissimmee

Elected to fill vacancies in the Executive Committee: Mrs. Veenfliet, Miss Clem Hampton, Windsor; Prof. T. F. McBeath, Bartow; and Mrs. M. F. Judge of Milton.

The request for a new certification law resulted in action by the 1893 session of the Legislature. No more one-year certificates issued by the counties, good only in the county. All teachers now had to take a state administered examination in order to get a certificate. The *Florida School Journal* for December, 1893, announced that the first examination would be held in Gainesville, at the close of the convention of the FSTA. Our teachers were not all of them happy about the new law! Perhaps some of them were in the editor's mind when he wrote: "One great trouble with the benefits and pleasures of our annual meetings is the presence of just a few who stir up enough strife and discord to mar the otherwise delightful programmes we have had for several years."

The 1893 Legislature created six grades of certificates, in lieu of the previous number of three. The questions for the examinations upon which these certificates were based, were drawn up by the state superintendent. Here is a sample of what our "forebears" had to know in "Theory and Practice" if they were to get a "first-grade certificate" (nothing to do with grade one for six-year olds):

1. Distinguish between a lesson and a recitation	10
2. Give five fundamental principles of teaching	10
3. Distinguish between to <i>instruct</i> , to <i>teach</i> , and to <i>educate</i>	10
4. Where and to what extent should object teaching be employed?	10
5. Name in the order of their greatest activity the principal mental powers	10
6. How many recitations a day should a child in the Third Reader grade have, and in what studies?	10
7. To what extent should teachers assist pupils in the preparation of lessons?	10
8. Should prizes, honors, marks, etc. ever be used as incentives to study or good conduct? Give reasons for your answer.	10
9. What daily preparation on the part of the teacher is essential to good teaching?	10
10. What books bearing on the subject of teaching and education have you read since last September? (3 1/3 per cent for each book up to three)	10

For the benefit of present members of FEA, here is the program of the 1893 DeFuniak Springs* meeting (in outline):

Monday

9:00 a.m.

After the opening speech—

“Drawing in the Public Schools and How to Teach It”

2:00 p.m.

“Sequence of Studies”

“Literature in Public Schools”

“Citizen Making”

Address by Dr. E. A. White of Columbus, Ohio

7:30 p.m.

Address by Dr. Oscar Clute of Florida Agricultural College

“Hobbies” by Tom F. McBeath of the State Department

“Shall the State Compel Attendance?” by J. S. Tomlin of the Martha Perry Institute

Tuesday

9:00 a.m.

“The Study of Nature in the Grades”

“Kindergarten in Ungraded Schools”

“The Use and Abuse of Object-teaching”

“The Necessity of Professional Training” by H. E. Graham

* Mr. Sheats reported that less than 300 attended this meeting.

Wednesday

2:00 p.m.

"A Course in Natural Science for Advanced Grades"

Address by Dr. White

"Examination for Promotion in Graded Schools"

7:30 p.m.

Address by W. N. Sheats

"Florida in History" by J. M. Stuart of FAC

"Brains vs. Method" by J. H. Fulks of Leesburg

Thursday

9:00 a.m.

"Grading County Schools" by J. C. Compton of Tavares

"Music in Public Schools" by L. W. Buchholz of Tampa

Address by Dr. White

"Latin in Public Schools" by C. B. Waugh of FAC

2:00 p.m.

"Lessons of the Worlds Fair" by Mrs. H. K. Ingram

"True Discipline and How to Maintain It" by D. L. Ellis

Address by Dr. White

State Superintendent Sheats announced that all certificates would be void at the end of the current year (1893).

*9th Meeting January 2-5, 1894***GAINESVILLE**

*Elected president
for ensuing year:
B. C. GRAHAM*

SOMETIME DURING 1893, John P. Patterson, who had been elected president, resigned from his Pensacola post and left the State. Thus the vice-president chosen at DeFuniak Springs advanced to the rank of president, and was recognized as such at the Gainesville meeting. She is so referred to in the *Minutes*, and the convention adopted a special resolution noting that Mrs. Veenfliet was "the first woman who has ever occupied the position of president of this Association, and that our confidence in her ability for this position was wisely placed and fully rewarded." Her presidential address was received with "great applause" the secretary wrote, stating that her keynote was "the value of teacher associations and especially her own STA in helping us to advance in our profession." She declared that "Our STA has developed and fostered a feeling of loyalty to the ethics of the profession; it has had a direct influence upon legislation affecting its members."

The meeting opened on Tuesday, January 2, 1894 with the singing of "Jesus Lover of My Soul" (Imagine that in 1957) and "Rock of Ages." At the Wednesday morning meeting, the Court House "was crowded, many having to stand; the seminary cadets attended in a body." Dr. Clute "paid a glowing tribute to the power and utility of what is known as the 'new education' and its apostles." Prof Guilliams' finance report was not a flattering one, "as it showed the Association to be largely in debt."

At this ninth meeting, the constitution underwent the usual revisions.

The adopted resolutions covered such items as these:

1. Requested that the county superintendents collect one dollar from each teacher for dues
2. Envisioning the necessity for a "home," resolved that "we prefer permanency of location of this body, provided suitable inducements are offered by any town or corporation for our accommodation and maintenance of cheap rates, and by suitable buildings and grounds, to be vouchsafed as a perpetual guarantee to this body." A committee to be appointed to "entertain propositions from all sources"
3. Appointed committee to consider the need of a "paper representing the school interests of the State"
4. Issued call for a "systematic course of reading in the science and practice of teaching . . . and a list of books on the subject"
5. Thanked by name the railroads because they offered special rates to the teachers for this meeting, e.g., The F.C. and P.; the L. and N.; the J. T. and K. W.; the S. F. and W., etc.

The annual election issued in this wise:

President—B. C. Graham of Tampa

Vice-president—Miss Clem Hampton of Gainesville

Secretary-Treasurer—John B. Parkinson of Daytona

Corresponding Secretary—Warren Moore of New Smyrna

New members appearing on the Executive Committee: Dr. Otto Clute of Lake City; Dr. C. P. Walker of DeFuniak; Supt. J. C. Compton of Lake.

The teachers were annoyed by parts of the new certificate law, and by a vote of 111 to 84 adopted a resolution protesting the action of the 1893 Legislature whereby State certificates held under provisions of the former law had been annulled before the expiration of the time for which they were granted.

Another light on the attendance at the 9th meeting was the vote for president: B. C. Graham received 213 votes and J. M. Guilliams received 136.

The *Florida School Journal* continued to appear under the editorship of the school supply man in Jacksonville—V. E. Orr, but he was destined to surrender in the following year, for now comes a new enterprise—the *Florida School Exponent*. The FSTA at the Gainesville meeting appointed a committee on “the school journal,” viz., Shelton Phillips, Harry E. Graham, W. N. Sheats, and W. E. Knibloe. They met in Jacksonville on January 27, 1894 and found only \$250 promised for a new journal, whereas the estimated cost for a year was \$1,000. When J. M. Guilliams and Tom F. McBeath offered to guarantee a journal of 16 pages monthly and print 2,000 copies, to serve as the official organ of the State Board of Education and the FSTA, the committee naturally accepted. The first number of the new adventure in Florida teacher periodicals appeared in March, with Tom F. McBeath as editor, a duty he was to perform for the next 14 years.

Editor McBeath set forth what the FSTA stands for:

1. Longer school terms and more effective teaching
2. Better salaries for teachers and prompt cashing of school warrants
3. Closer superintendence and better pay for county superintendents
4. More, better, and more comfortably furnished school houses
5. Permanent districting in counties and a uniform course of study
6. School men selected for school offices
7. An appropriation by the State for summer schools
8. A full corps of earnest, well-trained resident teachers in each county

A rereading of the above platform will emphasize the conditions under which we worked sixty years ago.

On the new certification law, the editor was moved to comment: “It will force a certain class of teachers either to improve themselves or to get out of the profession, and will take away from county superintendents and boards of public instruction a possible fund of patronage.”

In the December issue, just before the annual convention, the editor declared “The ensuing session of STA should not adjourn until some arrangements have been made for discharging its indebtedness and getting upon a sound financial basis.” Account books for those days have not survived, but occasional references in the *Minute Book*

cast bits of light. For instance, at the Gainesville meeting, dues were collected from 435 members. That is at least quite an improvement over the \$1.00 annual dues collected from 19 at the first meeting in DeFuniak!

10th Meeting Dec. 31, 1894-Jan. 4, 1895

ORLANDO

*Elected president
for ensuing year:
J. H. FULKS*

THE MINUTE BOOK, as usual, gives a faithful record of events. At the Tuesday a.m. session, the secretary noted that over 800 were present in the Presbyterian Church. The constitution came in for some more tinkering, but it was worth it to reduce minor officers to simple "secretary" and "treasurer." Apparently the Advisory Council had not lived up to expectations, for it was abolished.

The Course of Reading Committee set up these volumes for pedagogical self-improvement:

First year reading:

Great Teachers of Four Centuries
Page's Theory and Practice of Teaching
*The Evolution of Dodd**

Second year reading:

Kellogg's Elements of Psychology
Hewett's Pedagogy
Sketches of Great Teachers

Third year reading:

White's School Management
Reinhardt's Principles of Education
Painter's History of Education
Parker's Talks on Pedagogy

The committee was further authorized "to make arrangements for examining all applicants who present themselves at the next meeting for examination in the work of the first year, and that certificates of

*This pedagogical story by William Hawley Smith (Published by Rand, McNally and Company, 1884), apparently was a popular book for teachers in the late 19th century.

proficiency be issued to all who pass the regular examination." One wonders who examined the examiners! But here was a real effort by our predecessors, almost without professional training anywhere in the State, to lift themselves by their own proverbial boot-straps. There seems to be no written record of what was accomplished, however. The secretary reports that teachers were "urged to rally to the support" of the new *Florida School Exponent*.

A strong resolution called upon the Legislature to establish a normal school "somewhere near the central portion of the state." The teachers felt the need of "more than one white normal school."

In addition, the FSTA called upon the Legislature to appropriate sufficient funds "to conduct district normals, grouping five counties together, for a period of not less than two months, commencing June 1, 1895." (A great freeze was destined to intervene!)

The Association announced that "We need a patriotic state song and we offer a prize of \$25.00 in gold for the best song of this description."

The officers elected for the ensuing year were:

President: John H. Fulks of Leesburg

Vice-president: Mrs. Louise Tucker Phillips of Tampa

Secretary: M. J. Turner of Anthony

Treasurer: D. L. Ellis of Kissimmee

To the Executive Committee: Mrs. Louise Tucker Phillips, John B. Parkinson, and J. T. Mallicoat of Brooksville.

The treasurer, according to the secretary, reported a cash balance of \$64.45. The January, 1895 *Exponent* printed the balance as \$25.46.

The February *Exponent* of 1895 was not shaken by the "Great Freeze," but urged,

Do not listen to anybody who talks about shortening school terms next year. We have suffered great loss, it is true; but shall we rob the age to come of its manhood and womanhood for the loss of a few hundred or thousands of dollars?

At this Orlando meeting, FSTA asked the state superintendent to meet with a convention of teachers to discuss school laws and needed constitutional amendments. The "convention" was set up on the basis of one principal from each county, plus one teacher for each fifty teachers in that county. These people met in Ocala on March 15. The 25 were referred to as "delegates." The *Exponent* prints the resolutions adopted at this post-annual convention meeting:

1. To urge legislation that will distinguish between economy and parsimony
2. To uphold the 1893 examination law
3. To equalize millages allowed by law to boards of public instruction and county commissioners
4. To plan for a high school in each county
5. To appropriate the money for teachers institutes
6. To authorize the creation of sub-districts

No. 3 has never been done! No. 6 was inevitable, coming before the end of the century, and proving a great boon to school progress, just as the FSTA envisioned it would.

In the June issue of the *Exponent*, we are informed that the periodical would hereafter be in the complete control of the editor and the business manager. What brought this about does not appear.

11th Meeting February 17-22, 1896

JACKSONVILLE

*Elected president
for ensuing year:*
HARRY E. GRAHAM

THIS WAS A joint meeting with the Department of Superintendence of the NEA (now called the American Association of School Administrators). The FSTA limited itself to a meeting on the first day, and one business session in the evening. The only resolution adopted was to endorse the administration of Supt. W. N. Sheats. The attendance was estimated at 250-300.

The new officers:

President: Harry E. Graham of DeFuniak Springs

Vice-president: Mrs. Bessie B. Phillips of Eustis*

Secretary: M. J. Turner of Anthony

Treasurer: D. L. Ellis of Kissimmee

Executive Committee: Mrs. Bessie B. Phillips, Miss Rose E. House of Live Oak, W. E. Knibloe of Jacksonville

The *Exponent* carries little news in the year 1896. But in the November issue, the editor expresses what probably were the planks in the FSTA platform at that time. He gives this list of needed legislation:

**Florida School Exponent*, February, 1896, says J. M. Guilliams was elected vice-president.

1. Set salary of state superintendent equal to that of other cabinet members
2. Provide for a local school tax of ten mills
3. Amend the constitution to abolish the restriction of an upper limit for school taxes, and set a 5-mill lower limit
4. Make an eight-month school term uniform
5. Give the board of public instruction power to set the school levy
6. Make the county superintendent a member of the board
7. Establish professional qualifications for county superintendents
8. Provide for separate city school system in cities with a population of 5,000 or over.

Resolutions 3, 5, and 7 seemed good then and to many seem good now, although we still do not have them.

12th Meeting December 28-31, 1896

OCALA

*Elected president
for ensuing year:
J. J. EARLE*

THE SECRETARY REPORTED that over 400 attended this convention, but the *Exponent* received only 210 subscriptions. It was still tough going for the teachers journal. The Association treasurer D. L. Ellis left Florida for the presidency of a small college in North Carolina, and J. C. Compton was, acting in his stead, to report that the STA was in debt—again. The secretary continued, "Much discussion followed." A committee of four was appointed to "establish a uniform course of study for the state," but what was accomplished does not appear of record.

The new officers were:

President: John J. Earle of Ocala

Vice-president: Miss Rose E. House of Live Oak

Secretary: D. R. Cox of Micanopy

Treasurer: Tom M. Rivers of Waukeenah

To the Executive Committee: Supt. Shelton Phillips, Arthur Williams, W. S. Rogers

In the December, 1896 *Exponent*, the editor was pleased to report that "there was an entire absence of offensive political wire-pulling on

floor of the meeting that was so disgusting to all teachers of discretion and good breeding last year at Jacksonville.”

The *Exponent* (Feb., 1897) printed President H. E. Graham's speech in full. His chief points were these:

1. There is a lack of competent school officials
2. The Florida constitution should be amended to make the office of county superintendent appointive, with educational qualifications
3. The county grading committee should be abolished and all examinations for certificates be graded by a state committee
4. “The average county school teacher receives \$35.00 per month, for five months . . . A common African railway hand can get employment for 300 days in the year at one dollar per day, thus earning more than the teacher with all his learning.”
5. “If reforms come, they will have to be brought about by the teachers themselves. We shall use the organized power of the FSTA to influence legislation.”

State Normal School teacher Graham was sanguine indeed if he expected “the teachers could do it themselves.” Not even under the improved conditions of another thirty years was that possible, and a final realization thereof led to the organization in 1932 of the Continuing Educational Council.

Editor McBeath did not think much of our various seminaries and normals, for in May, 1897 he editorialized that they were all “practically nothing more than respectable high schools in their respective counties.” An examination of subjects offered in that period bears him out.

The superintendent of Holmes County in 1896 declared “We have rid ourselves of a lot of old croakers who knew nothing and sought a little school as a substitute for a cotton crop.” And the Santa Rosa County Superintendent said:

Nearly every county boasts a jail costing from \$10,000 to \$30,000, and yet many towns that are county seats cannot vote a sub-district to levy \$1,000 for a high school building . . . May the people of Florida awake and realize that they owe their children a debt, and pay it.

President Graham also abjured his fellow-teachers:

Let us not be disheartened. If the exactions of our positions seem unendurable, if our compensation is meager and the appreciation of our patrons stunted, instead of giving up the struggle, there is all the more need that we should redouble our efforts to bring about a change in this state of affairs.

13th Meeting Dec. 28-31, 1897

DeLAND

Elected president
for ensuing year:
W. E. KNIBLOE

THE ASSOCIATION has met but twice in DeLand, and this was the first held there. One interesting aspect of this convention is that State Superintendent W. N. Sheats set himself to find out just who came and did not come to these meetings. He called the roll by counties, and the result was tabulated by the secretary and entered in the *Minute Book*. And here was the count: Alachua—23; Bradford—17; Brevard—6; Calhoun—1; Citrus—11; Clay—3; Columbia—11; Dade—2; DeSoto—7; Duval—11; Escambia—3; Gadsden—2; Hamilton—3; Hernando—10; Hillsboro—18; Jefferson—3; Lafayette—3; Lake—37; Leon—1; Levy—14; Madison—4; Marion—13; Nassau—1; Orange—25; Osceola—1; Pasco—3; Polk—24; Putnam—11; St. Johns—1; Santa Rosa—2; Sumter—6; Suwannee—9; Volusia—67; Wakulla—1; Walton—2; Washington—2. A total of 351 teachers and 17 superintendents. For some reason, children present were also counted and there were 29 of them.

The FSTA adopted a resolution “deploring” the action of certain county commissioners in revising “estimates of county school boards for raising county school taxes.”

Officers were elected as follows:

President: W. E. Knibloe, Jacksonville

Vice-president: Mrs. Beulah M. Warner of Leesburg

Secretary: D. R. Cox of Tallahassee (or Micanopy)

Treasurer: Miss Rowena Longmire of Bartow

To the Executive Committee: J. H. Fulks of Live Oak, S. D. Cawthon of DeFuniak Springs, John F. Forbes of DeLand, L. W. Buchholz of Tampa.

The *Exponent*, January, 1898, reported that nearly \$400 in dues was paid at the DeLand meeting and that the Association was now out of debt and had a surplus of over \$100.

Names of leaders at this time may be discerned from this list of teachers in summer schools in twelve counties in 1897: B. C. Graham, W. S. Cawthon, John J. Earle, W. E. Knibloe, J. H. Fulks, J. M. Guilliams, Mrs. Beulah M. Warner, W. F. Yocum, Arthur Williams, Miss Benella Davenport, Tom F. McBeath, Josiah Varn, L. W. Buchholz, F. B. Shipp, I. I. Himes. Of these fifteen, eight had been or were later to be presidents of the FSTA. What stories those worthies

could have left for us, if they had taken time off to write it all down!

In his *Biennial Report*, 1896-1898, the state superintendent reported on an inquiry which he had made among his county superintendents as to whether or not the elimination of "county certification" was a good thing. The Franklin County superintendent's reply is typical, "The day the uniform examination law went into effect, there was a revolution in educational affairs in this State. By it, the doors of the school house were closed to old fogies." Some light on teachers' problems at the close of the century may be gleaned from topics discussed at a convention of 22 county superintendents at Monticello (B. R. '98, page 426):

1. The purpose of county summer schools: To give a month of instruction to those of no normal training and to avoid "beautiful theories which very often are born in the brains of impractical dreamers."
2. Supt. Phillips: "Scholarship must be the first requisite of the teacher."
3. "Too many fads palmed off for educational methods now usurp the place of stunning, knock-down, intelligent facts."
4. State uniformity of textbooks would be "unwise, non-progressive, and undemocratic."

State Supt. Sheats held that all arguments for textbook uniformity were "seductive and misleading."

Evidence of the necessity for these county summer schools may be found in these facts of the time:

<i>State Institution</i>	<i>Number enrolled in college</i>
Fla. Agricultural College	50
East Florida Seminary	103
West Florida Seminary	46
State Normal School	91
South Florida Military & Educational Institute	49

As Mr. Sheats observed, "It was a serious mistake to have founded so many schools aspiring to college rank." The Legislature of 1905 remedied this error in school administration.

14th Meeting December 27-29, 1898

Elected president
for ensuing year:
J. C. COMPTON

ST. AUGUSTINE

THE MINUTE BOOK explicitly labels this as the 13th meeting. The error has been reported earlier in connection with the 1890 meeting in Ocala which was omitted in the *Minute Book*.

The treasurer reported that membership fees in the amount of \$659 had been collected, and the balance was \$474.67, certainly the largest balance in cash in the fourteen years of the STA.

The resolutions committee noted that the railways "by their liberality have made possible the largest meeting in the history of the Association," and:

. . . particularly urges the teachers of the State to labor earnestly to create a general public opinion more liberal towards the improvement of our school system . . . We hold that to increase the rate of taxation for school purposes would be the most profitable investment open to the people of Florida. (*Half a century later the U. S. Chamber of Commerce would be saying the same thing.*)

The elections were as follows:

President: J. C. Compton of Lake*

Vice-president: Mrs. Ella F. Hamilton of Gainesville

Secretary: D. R. Cox of Tallahassee

Treasurer: A. A. Murphree of Tallahassee

To the Executive Committee for three years: Mrs. Lena B. Mathes of Tampa, Miss Lillian Ridenhour of Jacksonville, Miss Annie Colvin of DeFuniak Springs.

The editor of the *Exponent* thought that:

It was a serious error that no provision was made for at least a limited discussion of the principal papers. Teachers are used to "talking back," and resent being compelled to sit still and be preached at three or four days. Discussion is the life of the Association; it is dead without it.

In summer of 1899, other Summer School teachers, in addition to those previously named: J. M. Stuart, Clem Hampton, C. V. Waugh, H. E. Bennett, H. S. Phillips, Lillian Ridenhour, D. R. Cox, Mrs. L. B. Mathes, Wm. A. Cate, and Bert Fish.

* J. C. Compton was the first county superintendent to be elected as president of FSTA. He says in letter of December 21, 1934—"The original idea was that a county superintendent if elected to the presidency, would use too much influence in favoring one or more sections of the State. However, as soon as it was shown that they did not use this influence, there was no objection and they were elected thereafter."

15th Meeting Dec. 26-29, 1899

TALLAHASSEE

Elected president
for ensuing year:
L. W. BUCHHOLZ

Governor W. D. BLOXHAM delivered the address of welcome, as the teachers met for the first time in the Capital City. They listened also to a variety of "papers" and "addresses" e.g., John F. Forbes, President of Stetson University on "Culture or Utility"; Dr. N. C. Schaeffer, State Superintendent of Pennsylvania in a series of lectures; Dr. G. M. Ward of Rollins College on "Why Our Boys Are Not Securing a Higher Education"; and Principal A. A. Murphree of West Florida Seminary on "Psychology, a Necessity for the Elementary Teacher."

A resolution was adopted creating a Bureau of Public Educational Interests, with the duty of disseminating "educational information, arousing public interest, study of existing conditions and influences, and by every possible means, promote local, legislative, and other action favorable to the progress of the educational system of Florida." \$100 was authorized for this work.

Another set of resolutions pronounced some "principles":

1. A higher maximum limit of taxation for school purposes
2. Laws that will secure a uniform and truthful assessment of property throughout the State
3. Laws making possible the bonding of towns and communities for the purpose of erecting school buildings
4. Liberal appropriations for summer schools

This year the Association tried the device of a nominating committee and according to the *Minute Book*, those elected were:

President: L. W. Buchholz of Tampa

Vice-president: Miss Benella Davenport of DeFuniak Springs

Secretary: H. S. Phillips of Gainesville

Treasurer: A. A. Murphree of Tallahassee

For three-year term on Executive Committee: Arthur Williams, Shelton Phillips, and W. A. Cate.

The *Exponent's* record of the election varies slightly from the above. The monthly gives us the members of the new Bureau of Public Educational Interests, viz., Lillian Ridenhour, W. E. Knibloe, L. W. Buchholz, J. C. Compton, and H. E. Bennett. (By this time it is rather easy to detect the leaders of the old STA) This issue of the *Exponent* also printed a complete roster of members—289 according to

the treasurer, but 308 according to the printed list. For the 15th year, we were not doing *too* badly! Another feature of the monthly at this time was an indulgence in illustration—we are given pictures of the new officers. Succeeding issues continued this practice, and one wishes that this gallery could be reproduced in our *History*.

The treasurer's report in summary:

Received from past treasurer	\$468.67	
Membership fees	299.00	
	<hr/>	767.67
Disbursements		312.18
Cash on hand		<hr/> \$455.49

16th Meeting Dec. 26-29, 1900

TAMPA

Elected president
for ensuing year:
W. M. HOLLOWAY

THE SECRETARY at this meeting was certainly no penman, and in addition, he wrote in pencil, "Lost the balance of the resolutions. If you have them you may copy them from the *Exponent*" (doubtless an aside to his successor). There is not even a report in the *Minute Book* of the election for the 1900 convention. Fortunately, the issue of the *Florida School Exponent* which printed the minutes has been preserved in the Office of Education in Washington, and from a microfilm, we are able to tell what happened. We have also read what the *Tampa Weekly Tribune* had to say. (Which paper, by the way, referred to this as the *tenth* annual convention.)

Among interesting items at this meeting was a motion opposing a uniform textbook law, which motion was laid on the table by a vote of 60 to 15. Thus we deduct that this annual meeting was very poorly attended, or that it was the custom then to go almost anywhere but to a business session (a practice not unobserved in later years). About 400 was the reported attendance at the Tampa meeting.

The Bureau of Public Interest made a report on how many inches of free publicity it has secured in the press. The only resolution of any importance was to approve the reorganization of the U. S. Bureau of Education and make it a Department. (We waited until 1953 for anything faintly resembling the department desired.)

Poor attendance at sessions of the FSTA at Tampa was noted by Editor McBeath—"We never saw the teachers enjoy themselves more, nor seemingly so little interested in the programme."

The *Tribune* reported that "Prof. Lane of the Southern Lyceum Bureau and talented Georgia humorist . . . for something over two hours kept his auditory in a constant fit of laughter."

The officers elected for the ensuing year were:

President: W. M. Holloway of Gainesville.

Vice-president: Mrs. L. B. Mathes of Tampa.

Secretary: A. A. Simpson of Kissimmee.

Treasurer: J. C. Compton of Lake.

It is difficult to keep up with the Executive Committee because of inter-meeting changes. But on this occasion, the three new members seem to have been: J. E. Wood of Live Oak; J. H. Fulks of Monticello; Miss Benella Davenport of DeFuniak Springs.

We have no copies of the *Exponent* from January, 1901, until September, 1903, and shall be dependent upon the old *Minute Book* (which runs out in 1904) and upon such contemporaneous newspaper accounts as we may be able to find.

17th Meeting Dec. 27-30, 1901

Ocala

*Elected president
for ensuing year:*

SHELTON PHILLIPS

THE SECRETARY INCLUDED a few comments in the *Minute Book*. "Prof. Boone gave the address, 'To what extent should the State defray the personal expenses of students in higher institutions of learning?'" The discussion of the paper was led by Superintendent A. M. C. Russell, and this is one of the last references to "discussants," despite Editor McBeath's judgments for that exercise.

We are informed that it cost the STA \$253.15 to maintain a Florida Headquarters at NEA Convention; and that "Governor Jennings made a most excellent address upon 'The History of Florida.'"

Election results were:

President: Shelton Phillips of Levy County.

Vice-president: Miss Benella Davenport of DeFuniak Springs.

Secretary: A. A. Simpson of Kissimmee.

Treasurer: W. D. Carn of Marion County.

To the Executive Committee for the three-year term: A. M. C. Russell of Hernando County; Josiah Varn of Ocala; Miss Clem Hampton of Gainesville.

The secretary recorded no adopted resolutions.

The *Times-Union* in those days was not averse to printing "important speeches" in full, and this was the case for the address of welcome of R. L. Anderson at Ocala. The reporter continued to say that Dr. W. F. Yocum responded "in chaste and eloquent diction." The teachers listened to the annual address of the State Superintendent (this time, W. M. Holloway), who urged an amendment to the state constitution to increase the school levy to eight mills. He also supported compulsory education laws, and the retirement of teachers on half-pay.

Apparently there was no large auditorium in Ocala then, for the reporter refers to the "tent," where on Saturday afternoon the "exercises were intensely interesting." That evening, none other than the redoubtable Sam Jones himself spoke on "Philosophy, Facts and Fun" for *two hours*.

Treasurer Compton reported only \$138.50 cash on hand.

Illustrative of the difficulty of placing executive committeemen accurately, consider the situation for the years 1899-1902. In 1901, Shelton Phillips had one more year but was elected president. Probably C. L. Hayes was his replacement, but there is no way to prove it. L. W. Buchholz is a similar case. Benella Davenport was elected to a three-year term in 1900, but was elected vice-president before her term expired. It seems likely that J. M. Stuart took her place. Josiah Varn was elected to a three-year term in 1901 and was elected president the following year. One's guess is that R. L. Turner took his place on the committee. The *Minute Book* never records such changes. The *Florida School Exponent** did occasionally indicate them. But often there we find simply a new name and an old one missing.

18th Meeting Dec. 29-31, 1902

ORLANDO

Elected president
for ensuing year:
JOSIAH VARN

THE MINUTE BOOK TELLS US that at this first meeting in Orlando the members decided that payment of dues was the essence of holding office, and therefore they made some changes in the executive committee. The new committee, after some deletions, was this:

*Copies of the *Exponent* are missing from the fall of 1901 to fall of 1903, and as a result, events for these two years are hard to come by. Even the *T-U* did not do right by us.

For three years: G. M. Lynch, Rowena Longmire, Carrie Brevard
(There was a trio of names to make FEA history!).

For two years: A. M. C. Russell, Clem Hampton, R. L. Turner.

For one year: T. F. McBeath, H. E. Bennett, A. A. Simpson.

Among resolutions adopted was one recommending the appointment of a committee to report on a course of study comprising the minimum requirements for all grades of the public schools.

The Bureau of Public Interest reported that they had worked through an agency to "plant" educational articles in the press. They felt that this work was too much for them, and expressed the hope that "some one more favorably situated may take it up!"

The new officers elected:

President: Josiah Varn of Ocala

Vice-president: Miss Games

Secretary: Ellis Geiger of Green Cove Springs

Treasurer: Fons A. Hathaway of Jacksonville

Orlando Florida Star reported that Mr. Varn was elected by vote of 123 to 45—which indicates a slim attendance this year.

19th Meeting Dec. 29-31, 1903

LAKE CITY

*Elected president
for ensuing year:
GEORGE M. LYNCH*

THE MINUTE BOOK RECORDS that President Varn, in his annual address, expressed the belief that "the STA has proven a real and lasting benefit to the whole State." The invited guest for this convention was the very famous Charles A. McMurray.

Miami was chosen for the next convention city, unless the Southern Association should decide to come to Jacksonville, in which case the FSTA would also go to the latter city. The treasurer reported \$332.19 received and a balance of \$115.99, which did not reflect much improvement in the status of the Association.

These officers were elected:

President: George M. Lynch of Gainesville

Vice-president: Miss Maud Schwalmeyer of Bartow

Secretary: J. E. Wood of Live Oak

Treasurer: R. L. Turner of Inverness

To a three-year term on the Executive Committee: Bert Fish of DeLand; W. D. Carn of Ocala; W. S. Cawthon of DeFuniak. There had been some changes in the year, for on the new committee we find J. W. McClung of Tampa elected for a one-year term; T. H. Owens of Lake City elected for a two-year term.

The *Times-Union* covered the Lake City meeting very well, even to the extent of printing six columns on Dec. 31, 1903, including speeches in full, and not very interesting ones at that. Tom F. McBeath spent at least an hour on what might be called philosophy of education, as his "response" to the address of welcome. The annual address of the president revealed something by the preliminary words in a paragraph, to wit: "Since this Association is composed largely of superintendents . . ." But he was right at least in this assertion: "It is high time that the laws of optics, acoustics, hygiene, and school management, as well as economy, were being observed by every man or body of men who direct the building of a school house."

A note on FEA politics by the editor of the *Exponent* January, 1904: "Don't imagine that the Association elects its own president. Oh! No! The ladder of fame has six ranks as follows: (1) get on the executive committee, (2) get on the program committee, (3) get yourself down for 'the address of welcome,' (4) do the address of welcome in fine style and nominate the chairman of the executive committee for president, (5) then he will appoint you chairman of that committee, (6) the man you make chairman will nominate you for president next year if you will promise to appoint him to succeed you." (NOTE Step No. 6 is not exactly perspicuous).

20th Meeting Dec. 29-30, 1904

JACKSONVILLE

*Elected president
for ensuing year:
A. A. MURPHREE*

THE SOUTHERN ASSOCIATION DID come to Jacksonville and according to plan the FSTA went there also. It was a sort of "joint meeting" with only business sessions for the FSTA. One important item of business was to change the name to the FLORIDA EDUCATIONAL ASSOCIATION. (The "al" was in the secretary's spelling). Resolution No. 3 reads peculiarly:

In view of the fact that no permanent minutes of the Association are kept, no register of the teachers of the State is available when needed, and that

no effort is made to collect dues of the members not attending . . . Resolved that the Secretary of this Association be instructed: first, to make and keep permanent records of annual meetings; secondly, that he prepare and keep a register of the teachers of the State; thirdly, that he make an earnest and persistent effort to collect dues from all members not present at the annual meetings and to increase the membership of the Association as much as possible; fourthly, that he render such assistance to the Executive Committee as it may require, and that he shall receive a reasonable compensation for his services; fifthly, that the compensation be left to the discretion of the Executive Committee.

This resolution seems to ignore the handsome 300-page leather-bound minute book in which this very resolution was recorded! But it is true that vigorous effort to collect membership dues was necessary, if the Association were ever to gain ground in its struggle for an improved school system in Florida.

This 1904 entry used up the last pages in the old *Minute Book*, and its successor has never come to light. So we do not know just what happened by way of improved FEA business in the next few years. (Fifty years later, Mr. Kellum wrote "The executive committee never had the money to give the necessary assistance" to a part-time secretary, so, said Mr. Kellum, he did what he could, *gratis*, while he was serving as teacher and principal at Alachua.)

The officers elected were:

President: A. A. Murphree of Tallahassee

Vice-president: Miss Mary Sidney Johnston of Tampa

Secretary: J. G. Kellum of Gainesville

Treasurer: J. W. McClung of Tampa

For three years on the Executive Committee: H. G. Kennedy of Mulberry; R. M. Ray of Plant City; G. F. Scott of Starke.

21st Meeting Dec. 29-31, 1905

MIAMI

Elected president
for ensuing year:
A. M. C. RUSSELL

OUR ONLY INFORMATION of this meeting comes from the files of the *Times Union* and the *Miami Metropolis* (a weekly). The latter carried the story of the opening of the meeting, but failed to complete the account in the succeeding weekly issues—either January 5 or 12. From the December 29, 1905 issue we learn that:

Chairman Dr. A. A. Murphree, president of the State Female College of Tallahassee . . . opened the meeting . . . The first speaker, Hon. W. D. Price, made a stirring address full of wit and eloquent assurance of welcome to the mass of educators now within the city gates.

The paper reported that 500 were in attendance on the first evening; and that on the second day, the teachers heard the annual address of State Supt. W. M. Holloway. This was followed by a "paper" by R. M. Ray, Principal of Plant City, on the topic "The Standard Course of Study for High Schools—What Shall It Be?" Thirty minutes of discussion followed.

As seen above, we have no election results from the weekly *Metropolis*. And those which we read in the *Times-Union* are unfortunately incomplete:

President: A. M. C. Russell, superintendent of Hernando County
 Vice-president: Miss Rowena Longmire of Bartow
 Secretary: J. G. Kellum of Tallahassee
 Treasurer: R. L. Turner of Inverness

The report on executive committee elections is intelligible only for two: W. W. Hall of Miami and J. A. Ormond of Marianna. The other two are incomplete: Miss Rushford of Jacksonville (meaning Mrs. R. B. Rutherford) and Miss Miller of Orlando (Claudia S. Mills). The *Florida School Exponent* issues, which have survived, do not cover this 21st meeting, but 1906 issues do carry on the executive committee; both of these are guesses as to whom the report of the time referred.

We have no trace whatever of resolutions which were adopted at the Miami meeting.

22nd Meeting Dec. 26-28, 1906

ST. AUGUSTINE

Elected president
 for ensuing year:
 W. D. CARN

ON FRIDAY AFTERNOON, the delegates made a trip to the beach, participated in an oyster-roast, visited the "wireless station," and enjoyed a launch ride on the bay. Major speech was by L. W. Buchholz, professor of pedagogy at Florida Female College. Sunday was a part of the convention for those who stuck it out for the week-end: at 10:00 a.m., P. P. Claxton; at 11:00, President Lincoln Hulley of Stetson; at 3:00, a sacred concert; and at 8:00 an address by President Andrew Sledd of U. of S. of F.

The new officers:

President: W. D. Carn of Marion County

Vice-president: Mrs. R. B. Rutherford of Jacksonville

Secretary: J. G. Kellum of Gainesville

Treasurer: J. C. Compton of Lake County

To the Executive Committee: J. W. Simmons, O. W. Mizelle, A. B. Clark, J. A. Ormond, Sallie Nelson, R. E. Hall.

The *Exponent* editor (Dec. '06) was offended that there were advertisements in the St. Augustine program. "Surely the Education Association of Florida is able to print its programs without going into the business of advertising. Let's have no more of it." But he was pleased with the prospects for higher education in the state and wrote:

So long as we have the Florida Female College at Tallahassee, Florida University at Gainesville, Rollins College at Winter Park, and Stetson University at DeLand, there is no need that any young man or woman should cross the State line to get the best to be had in the way of general culture or professional training.

But (Oct. '06) he quotes another journal, "Spanking should not be abolished. It is one of a boy's priceless heritages." Also, "The university at Gainesville is now open. Buildings sufficient to accommodate 400 students are completed."

Editor McBeath, in the January, 1907 *Exponent*, was shocked enough to editorialize that:

President Russell's administration will go down in tradition as the most extravagant one in the history of the Association. Although there were some \$500 in membership fees taken in, and no indebtedness carried over from last year, the Association found itself at the close of the meeting almost \$100 short. The deficit was made up by passing the hat.

23rd Meeting Dec. 31, 1907-Jan. 3, 1908

ST. PETERSBURG

Elected president
for ensuing year:
W. H. RUSSELL

VOL. XV OF THE EXPONENT is in our microfilm, and in the first (September, 1907) number, we read that after fourteen years at the job, Tom F. McBeath wrote a final editorial and left Florida to become dean of the State School for Females at Columbus, Mississippi. A. A. Murphree of the newly organized University of Florida, with the aid of W. F. Yocum and L. W. Buchholz, assumed the duties of

editing the monthly. We read that once again the *Exponent* became the official organ of the State Department of Education and of the "State Teachers Association."

The *Times-Union*, according to its then custom, reported the meeting quite fully, giving three full columns to the presidential address, in which President Carn allowed himself to boast that salaries had advanced from \$20 a month to \$40, \$50 and even more "to teachers of experience and advanced scholarship." *This* just fifty years ago! Even in that primitive age, the president cried out against centralization, demanding "more latitude to the counties and less interference by the state." (Shades of 1947 *et seq!*)

The officers had lost count of how many meetings had preceded this first St. Petersburg convention, and printed in the official program that it was the *twenty-first*. As was true of many meetings in these years, the closing session was on January 1, 2 or 3 of the new year. The February *Exponent* reported a "hot" election, with Dr. W. H. Russell receiving 83 votes to 70 for Fons A. Hathaway (who later became a *real* politician). The other officers:

Vice-president: Hattie Carpenter of Miami

Secretary: J. G. Kellum of Tallahassee

Treasurer: M. P. Geiger of Key West

The complete Executive Committee at this time: Edward Conradi of St. Petersburg; R. E. Hall of Miami; Ruby Hopkins of Jasper; J. B. Lockey of Pensacola; O. W. Mizelle of Dukes; Ada Franklin of Live Oak; A. B. Clark of Quincy; H. J. Kendrick of Tampa; John H. Workman of Ocala; J. W. Simmons of Orlando.

The response to the address of welcome was delivered by Geo. M. Lynch and it covers eight columns in the *Exponent*. J. B. Lockey of Pensacola spoke on "Needed Educational Reforms in Florida," and he listed:

1. Educational experts on the state board of education
2. An appointed state superintendent
3. Professional qualifications for county superintendents
4. Improved supervision of county schools
5. Better certification laws
6. Adequate inspection of high schools by the State
7. Provision for city school systems

That was fifty years ago. We have made some progress in items 4, 5 and 6. W. S. Cawthon replaced Lockey at Pensacola that spring, but there need be no moral in this.

The May, 1907 *Exponent* printed a list of teachers in the public schools who would be teachers in the two summer schools to be operated at Tallahassee and Gainesville, and these were indeed the current "wheel-horses" of FEA:

W. F. Yocum, dean of Normal Department at U. of S. of F. (sic)
 W. E. Knibloe, principal of Duval High
 Geo. M. Lynch, principal of Jasper Normal and Industrial Institute
 T. F. McBeath, principal of Gainesville High
 John H. Workman, principal of Ocala High
 W. H. Russell, principal of Bradford County High
 Mrs. Ella La F. Hamilton, principal of primary department, Starke
 L. W. Buchholz, dean of Normal Department, Florida Female
 College
 Arthur Williams, teacher at Florida Female College
 I. I. Himes, principal at Palatka
 L. B. Edwards, principal at Live Oak
 Fons A. Hathaway, principal of Orlando High
 Rowena Longmire, teacher at Florida Female College

At a State Convention of "County Superintendents and Other School Officials," April 17-19, a committee of principals was named to go out and write a state course of study and bring it back for adoption. The school men and FEA laborers who achieved this miracle were: Tom F. McBeath of Gainesville; R. B. Huffaker of Summerlin Institute at Bartow; R. M. Ray of Plant City; J. B. Lockey of Pensacola; W. E. Knibloe of Duval High; Edward Conradi of St. Petersburg; W. N. Sheats of Leon County High; Geo. M. Lynch of Jasper Normal; J. W. McClung of Hillsborough High; Asa B. Clark of Quincy; I. I. Himes of Putnam High; L. B. Edwards of Suwannee High; and C. A. Keith of DeLand.

The editor also viewed with a jaundiced eye, some political activities of certain county superintendents, declaring, "The *Exponent* ventures to predict that the reign of the county superintendent is over so far as the Association is concerned!" And again in the March, 1907 issue, he continued to observe that county superintendents ought not to monopolize the State Education Association . . . Who have been our presidents for the last few years? Superintendents Carn, Russell, Phillips, Holloway, Buchholz . . . He concluded, as of 1907 at least, "Any man who openly canvasses, or secretly schemes for any influential position in the gift of the Association, does so at the risk of forfeiting the respect of the best minds of that body."

24th Meeting Dec. 29, 1908-Jan. 4, 1909

GAINESVILLE

Elected president
for ensuing year:
FONS A. HATHAWAY

THE JANUARY, 1909 *Exponent* estimated that 500 attended the Gainesville convention. The Treasurer reported \$339 collected in dues and a balance of \$98.80 remaining. The cost of this convention is the first we have of record:

Badges	\$23.50
Executive Com.	70.20
Asa B. Clark	35.10
To Speaker	75.00
Other	64.90

The *Exponent* does not tell us what other business was transacted at the 1908 convention. But the *Gainesville Daily Sun* noted that Dr. Conradi made a motion to endorse the amendment to the State Constitution permitting special tax school districts to levy up to six mills. There was also a motion approving the addition of agriculture as a curricular subject.

The election results were:

President: Fons A. Hathaway of Orlando

Vice-president: Ada Franklin of Live Oak

Secretary: J. T. Diamond of Milton (Santa Rosa County)

Treasurer: Lillian McGahey of Miami

To the Executive Committee: B. B. Lane of Fernandina; Shelton Phillips of Levy, Guy I. Metcalf, secretary of the local school board of West Palm Beach—the first layman elected to office in FEA; Supt. Geo. W. Tedder of Madison County, and Supt. J. H. Brinson* of Marion County to fill unexpired terms.

It was announced in the February, 1909 *Exponent* that the journal was to go to Miss Hattie Carpenter, principal of Miami High School, as editor and publisher. Yocum, Buchholz and Murphree would be associate editors.

**Gainesville Sun* names T. D. Culp of DeLand instead of J. H. Brinson.

25th Meeting Dec. 28-30, 1909

DeLAND

Elected president
for ensuing year:
DR. LINCOLN HULLEY

THE EXPONENT FOR DECEMBER, 1909 printed the DeLand program in full, but in succeeding issues told us little about the convention, other than that 503 paid dues and that the treasurer was happy with a balance of \$318.53. Our old reliable, the Jacksonville *Times-Union* tells us more than our own monthly. As usual, the presidential address was printed in all its extensiveness, and in this case, the *T-U* had its own man to put forward, i.e., Fons Hathaway, then principal of Duval High. Fons, we read, urged higher salaries for teachers, longer terms for rural schools, more equitable assessment of real property, more intelligent supervision, elimination of politics from the administration of the schools, and came out for a constitutional convention that will write the school article "transparently plain in support of public schools." And he expressed dissatisfaction with the way we select school board members, declaring, "Many people seem to think that any kind of ignoramus is suitable material out of which to make a splendid school board man."

On December 30, Dr. Lincoln Hulley, Stetson's president, delivered a long speech, fully reported, and was followed by Geo. M. Lynch, introduced as "hard-working, thorough, dogmatic" who declared, "We are going to stay poor just so long as only \$7 per child is paid for education." This 25th meeting was declared the largest in Association history; an estimated 1,000 were in attendance.

Resolutions adopted were printed in the January, 1910 *Exponent*.

The executive committee met in DeLand after the convention to find \$278.56 left in the treasury, and to plan for the first meeting ever held in faraway Pensacola.

Supt. Sheats (at this time located in Lakeland) announced that he would get up a big party "to charter a steamer to carry the South Florida teachers across the Gulf . . . for the meeting of December 27-30."

Officers chosen at DeLand were:

President: Dr. Lincoln Hulley of Stetson

Vice-president: Mrs. Ella La F. Hamilton of Gainesville

Secretary: Supt. J. T. Diamond of Milton, Santa Rosa County

Treasurer: Dr. W. H. Russell of Jasper Normal

To three-year term on the Executive Committee: T. J. McBeath of Mayo; J. Q. Palmer of Duval County; R. B. Huffaker of Gainesville.

The May, 1910 *Exponent* carried this interesting item:

James Van Fleet, one of the brightest members of the junior class of Summerlin Institute (Bartow), a scholar and an athlete, has received notice that he has been appointed . . . to a cadetship at the West Point Military Academy.

In 1909, State Supt. Holloway called on Jacksonville county superintendent, college presidents and others, to organize as a "Conference for Education in Florida." Membership was "open to anybody to awaken the people in public education." Holloway was elected president, Murphree vice-president. Geo. M. Lynch was "general manager." This group prosecuted a vigorous statewide campaign for improved public schools. In Sept. 1910, the Governor appointed an Education Commission to prepare needed school legislation. The members were: Holloway, Murphree, Buchholz, L. B. Edwards, Dr. J. L. Kelley, A. B. Clark, George M. Lynch, President W. F. Blackman of Rollins College, J. T. Diamond, Glenn Terrell, and four businessmen. This Commission was also known as the Commission on Revision and Codification of the School Laws of Florida. It submitted a detailed report on March 20, 1911, with suggested constitutional amendments and new school laws. This was an important step in the advance of schools in Florida, and while not a part of our immediate story, did arise in and out of our Association, and our members played an important part in the deliberations and final conclusions.

26th Meeting Dec. 27-29, 1910

PENSACOLA

*Elected president
for ensuing year:*
ASA B. CLARK
(deceased 7-16-1911)
PAULINE REESE

THE JANUARY, 1911 EXPONENT carries a complete account of the first meeting in Pensacola, but there is little of present interest in those proceedings. One reads of an early attempt to prepare a teachers' retirement bill. It was 28 years later that the FEA succeeded in getting the Legislature (and the Governor) to approve a retirement system for Florida teachers.

The convention program provided separate sessions for Kindergarten, Primary, and High School teachers. Long addresses (which those who will may read in the *Exponent*) were delivered by the president of the Association and by the state superintendent.

From those present, \$317 was gathered as membership dues. From this we may conclude that this convention was poorly attended.

The officers elected for the new year:

President: Asa B. Clark, principal of Quincy

Vice-president: Miss Pauline Reese, principal of School No. 1 in Pensacola

Secretary: R. L. Turner of Inverness

Treasurer: C. C. Gunn, superintendent of Jackson County

To three-year terms on the Executive Committee: W. S. Cawthon; W. H. Russell; R. B. Rutherford.

27th Meeting Dec. 28-30, 1911

JACKSONVILLE

*Elected president
for ensuing year:
L. B. EDWARDS*

THIS MEETING was presided over by Miss Pauline Reese of Pensacola, because of the July death of Asa B. Clark of Quincy, who had been elected president at the preceding Pensacola convention.

Among other resolutions FEA adopted these (in brief):

1. An amendment to the Florida Constitution providing that the State might issue school bonds.
2. A pledge to support candidates who endorse the FEA platform
3. Law that any teacher in the U. S. A. with a life certificate be eligible for a similar certificate in Florida after sixteen months of service.
4. Demand a course of study that will meet the needs of children as seen in the light of modern progress.
5. More efficient supervision of rural schools.
6. Better school sanitation and hygiene.
7. Every school to have a professionally trained teacher.
8. Authorize both city and county supervisors of schools.

No. 1 never appears again in FEA resolutions. No. 2 is interesting as the first effort by the teachers to "throw their support" to favored candidates. No. 3 has made some theoretical headway by mid-twentieth century. The other resolutions have come along about as expected. These lists of resolutions are indicative of the increasing strength which develops when teachers work together in an effort to improve school conditions.

The treasurer reported only \$181.65 on hand.

The new officers elected:

President: L. B. Edwards of Live Oak

Vice-president: Mrs. R. B. Rutherford of Jacksonville

Secretary: R. L. Turner of Inverness

Treasurer: C. C. Gunn of Jackson County.

Elected for the three-year term to the Executive Committee: Burton Belcher of Quincy; B. B. Lane of Bartow; Miss Sarah McCreary of Tampa.

In Volume XIX, No. 5 (January, 1912) of the *Exponent*, the editor announced that the publication had been sold to T. J. Appleyard, the Tallahassee printer, who would be served by contributing editors Murphree, Conradi, Hulley, Yocum, Guilliams, the Rev. J. P. Hilburn, H. W. Tribble, L. B. Edwards, and W. B. Cate.

423 members paid \$1.00 dues at this Jacksonville meeting.

28th Meeting Dec. 31, 1912 to Jan. 2, 1913

OCALA

Elected president
for ensuing year:
J. L. KELLEY, M.D.

AS USUAL FOR THESE YEARS, in the absence of any surviving Minute Book, we are dependent upon the *Exponent*, which happens to be complete for this period. The number of sectional or departmental meetings at Ocala was five: Kindergarten, Primary, Intermediate and Grammar, High School and Classical. Why that "Classical," who can say? The chief imported speakers were L. D. Coffman of the University of Illinois and H. H. Horne of New York University. The very energetic B. B. Lane, at that moment of Bartow, was the *deus ex machina* in this program business, we are assured by the editor. Many of the addresses were printed in the spring issue of the *Exponent*, but none seems especially timely now.

The resolutions committee hammered again at the old problem—proper educational qualifications for county superintendents—this time, the idea was that he must pass a qualifying examination before he could become a candidate. This business of tinkering with what is really a constitutional matter came to an end in a Supreme Court decision of 1952.

Officers elected were:

President: Dr. J. L. Kelley, superintendent of Alachua County

Vice-president: Miss Nellie C. Stevens of Ocala

Secretary: R. L. Turner of Inverness

Treasurer: W. B. Owens, Jr. of Miami

To the three-year term on the Executive Committee: Dr. A. P. Montague, president of Columbia College; Miss Rowena Longmire of F. S. C. W.; Dr. W. F. Yocum of Gainesville.

29th Meeting Dec. 31, 1913-Jan. 1, 1914

*Elected president
for ensuing year:
R. E. HALL*

KEY WEST

ON JANUARY 22, 1912, Henry M. Flagler rode into the island city on his famous over-the-seas railroad, and this was sufficient cause to hold the 29th convention in that outpost. The February, 1914 *Exponent* does not tell us much about this meeting. But we read that among the items resolved about, were these:

1. Establish a state board of examiners, in the matter of teachers' certificates (this had failed of passage in the 1913 session of the Legislature).
2. Make the new College of Education at Gainesville a co-educational institution. (We had to wait until 1947 for that one!)
3. Hire deputy superintendents to improve supervision.
4. Appoint an Educational Council of Seven to make a survey of the State's educational needs, and report at the next FEA meeting.

This last was to be an FEA commission, not one appointed by the governor, as we had in 1927 or 1945. Appointed were: W. N. Sheats, J. L. Kelley, R. E. Hall, Miss Agnes Ellen Harris, Geo. M. Lynch—and, for good measure, a politician, W. J. Sears, who it happened at that time was county superintendent of Osceola, not yet in the U. S. Congress. We have no surviving record of the work of this Council. From January 2, 1914 issue of the *T-U*, we learn that these were elected at the Key West convention:

President: R. E. Hall of Miami

Vice-president: Miss Agnes Ellen Harris of Tallahassee

Secretary: R. L. Turner of Inverness

Treasurer: M. P. Geiger of Key West

The *Exponent* for November, 1913 and January, 1914 printed the complete Executive Committee, but such changes intervened that we are unable to determine just who was elected at Key West. It was any three of these six: C. M. Jones, P. W. Corr, A. L. Monroe, C. A. Keith, Miss Eva Poole, N. M. Salley. The two-year termers were: Montague, Longmire and Marshall Moore. At any rate, this gives us the complete executive committee for the year 1914. Belcher, Lane and McCreary disappeared somewhere and somehow between the Ocala and the Key West meetings. This volume of the *Florida School Exponent* (1913-14) is of interest to some of us because of an article—the first imprint of his name in Florida—entitled “Domestic Science and Manual Training in Rural and Small High Schools,” by JAMES S. RICKARDS, Principal of the Public School, Fort Lauderdale. This volume also contains the only printing of the constitution adopted in 1906— with revisions.

A note on the 1913 Legislature—This session provided that graduates of Florida colleges and normal schools could receive a “graduate” certificate, without examination. The No. 1 Graduate Certificate was awarded to Robert Lee Goulding. In his *Biennial Report*, '16, the state superintendent lists all such certificates issued to that date, as follows:

F. S. C. W.	95
Stetson	37
U. of F.	19
Columbia College	5
Rollins	1

Of these, only two from the U. of F. list are “in service” forty years later, and seven from Stetson. F. S. C. W. similar figures are unobtainable.

30th Meeting Dec. 29-31, 1914 to Jan. 1, 1915

LAKELAND

Elected president
for ensuing year:
A. P. MONTAGUE

THE JANUARY, 1915 ISSUE of the *Exponent* gives a partial report on the Lakeland meeting. Those elected were.

President: A. P. Montague, president of Columbia College, Lake City

Vice-president: Miss Lottie Teeter of Alachua

Secretary: R. L. Turner of Inverness

Treasurer: Shelton Phillips of Levy

Names of those elected to the three-year term on the Executive Committee do not appear. But in the succeeding issue of the *Exponent* the name of the vice-president is given as Miss Lottie Teeter of Alachua, Florida, and the new executive committeemen were: Supt. J. O. Bickley, W. B. Cate, and E. W. McMullen, with T. J. McBeath to replace A. P. Montague elected president.

This convention made the Educational Council also the Legislative Committee of the Association. The resolutions included endorsement of compulsory education, standard high schools, professional qualifications for county superintendents, longer terms for rural schools, better facilities for the training of teachers, larger salaries for rural teachers, etc.

A new school magazine put in its appearance, the *Florida School Room*, by P. W. Corr, "editor and owner." Why it carried Vol. 21 remains a secret. The first issue available in the Yonge Library is No. 8 of April, 1915, and in it we find the then current FEA constitution and by-laws. We note with interest a by-law which provides that "No member residing in the county in which the Association is being held is eligible to the office of president." That reflects something or other! Another by-law of this vintage reads: "Beginning with 1917, the place of meeting shall be held in the several Congressional Districts of the State in numerical order, beginning with No. 1."

A new constitution was adopted at this 30th meeting which provided that the chairman of the Executive Committee should be elected by the Executive Committee, not appointed by the FEA president (as since 1892). In 1930, this office was abolished and the FEA president served as chairman.

The *Exponent* for January, 1915, reports that the treasurer "had received from former treasurer the sum of \$13.75 for the year 1914" (should be "1913"). At Key West, 475 paid their membership dues. At this present Lakeland meeting, 542 paid dues. Treasurer Geiger turned over \$53.04 to Treasurer Phillips. The FEA, despite many years of precarious existence, still had a balance, even though very small.

31st Meeting Dec. 28-31, 1915

TALLAHASSEE

Elected president
for ensuing year:
JOHN H. WORKMAN

(The reader will note that not since 1904 have we had the official minutes of the meetings of the Association, but are dependent upon such issues of the *Florida School Exponent* as have survived—and after 1914 the *Florida School Room*. The former had but one more year of life.)

THE EXPONENT, JANUARY, 1916, says of this session that "it is the first convention of the Association ever called to order on the minute." Among the resolutions adopted were these:

1. For free textbooks, now that we have compulsory school attendance
2. Appoint a committee to study plans by which free textbooks may be furnished
3. Recommend Corr's *School Room* to the teachers
4. Endorse "manual and organic training" as required for graduation from normal departments of state institutions

Governor Trammel addressed the Association, and the *Times-Union* noted that 300-400 teachers were present. There is some confusion among contemporary reporting about those elected, but this seems to be correct:

President: John H. Workman of Miami

Vice-president: Miss Kate Sullivan of Tallahassee

Secretary: R. L. Turner of Inverness

Treasurer: W. A. Dopson of Macclenny

To three-year term on the Executive Committee: J. T. Diamond of Santa Rosa; Supt. J. W. Burns of Columbia; Principal I. I. Himes* of West Palm Beach.

The *Exponent* reported that membership at this Tallahassee meeting totaled 412.

*Himes attended the first meeting at DeFuniak in 1886 and now remembered that "the convention was eaten up by the Chautauqua and it cost 25¢ to get into the meetings!"

32nd Meeting Dec. 27-29, 1916

ARCADIA

Elected president
for ensuing year:
AGNES ELLEN HARRIS

THE JANUARY, 1917 SCHOOL ROOM carries President Workman's annual address, as it had come to be called. His theme was that rural schools were being neglected for the benefit of the city schools. He recommended:

1. That some kind of educational qualifications be required for the county superintendency
2. That we have closer supervision of weak schools
3. That some rural schools be consolidated
4. That we give every teacher some real normal training
5. That the Legislature establish in each county two \$100 scholarships for teacher-training in college. (We were a long time in coming to this one!)

Dean J. W. Norman, whose first FEA meeting was this one at Arcadia, tells an amusing story about the 1916 election. It was a see-saw struggle between C. M. Jones of Lakeland and B. B. Lane of Tallahassee. The deadlock lasted until 1:00 a.m., with the final result that a "dark horse" in the personable person of the Home Demonstration Agent of Tallahassee, Miss Agnes Ellen Harris, was chosen president.

The Resolutions committee proposed:

1. Amending the Florida constitution so that the Legislature could make direct appropriations for public schools
2. Free textbooks
3. Certain qualifications for county superintendents
4. A state board of examiners (a bill for that had failed at the 1915 session of the Legislature)
5. A state course of study
6. Provision for vocational education
7. Appointment of rural school inspectors and of a state architect as provided for in 1913 Legislature

The *Times-Union* December 29, 1916 printed the address of State Superintendent Sheats and his opening remarks reflect the temper of the times. He had just got himself re-elected, and could not refrain from a few pointed observations, i.e., "The rally cry of the last State Association meeting was 'new leaders,' 'progress by revolution, if need be'." This precipitated "needless conflict," and "insurrection"

against the state superintendent. However, Sheats beat his foes in November as well as in May, so he expressed magnanimity. He said he would not propose anything new, despite the call for "new leaders." He was still for:

1. No more politics in the public schools
2. Qualifications for eligibility to be candidate for superintendent
3. A State board of examiners. (He was very tired of being the goat in this business. "Certificates . . . have been bought and sold . . . a Negro was given a five-year sentence last October for openly selling (forged) certificates")
4. A State course of study
5. Reorganizing the school board so that we would have four members elected with over-lapping terms, and the county superintendent to be the fifth member, with a vote

The teachers decided to accept the *Florida School Room* as the official organ of the Association. P. W. Corr had already lined up the State Department, the Education Department of the Florida Federation of Women's Clubs, the Association of History Teachers of Florida, and the Association of South Florida Latin Teachers! One is amused by an item in old Mr. Corr's magazine for April, 1917, where he carried the intelligence that there was one St. Petersburg teacher who owned an automobile.

The registered attendance at Arcadia was 568. But we observe that when the convention voted on whether to go next to West Palm Beach or Daytona, the total vote cast was 308 - 156 for Daytona and 152 for West Palm Beach.

Officers elected at Arcadia as per the *Times-Union* were:

President: Miss Agnes Ellen Harris of F. S. C. W.

Vice-president: H. W. Williams of Inverness

Secretary: R. L. Turner of Inverness

Treasurer: J. H. Brinson of Ocala

No names derivable directly for the three-year term on the Executive Committee, but E. L. Robinson of Tampa, and R. W. Van Brunt of Dade City seem to be two of three.

33rd Meeting Dec. 26-29, 1917

DAYTONA

Elected president
for ensuing year:
GEORGE W. TEDDER

THE MINUTES OF THIS MEETING were printed in Corr's *Florida School Room*. The events of the Daytona meeting were fully printed in the *Daytona Daily News*, and from those issues, we read that Miss Agnes Ellen Harris, presiding officer, was "the first woman president of the Association." This is not entirely correct. She was the first woman *elected* president, but two others, as we have shown, served as president, succeeding through the vice-presidency.

On the first evening, P. P. Claxton, U. S. Commissioner of Education, was the chief speaker, and apparently officers were elected as follows:

President: Geo. W. Tedder, superintendent of Madison County

Vice-president: Agnes (or Emma) Helseth

Secretary: R. L. Turner

Treasurer: Dr. A. L. Monroe of Miami

To three-year term on Executive Committee: H. F. Dame of Citrus County, R. M. Sealey, A. B. Connor of Lake City. To fill a vacancy for two-year term, R. M. Evans of Kissimmee. To fill vacancies in the one-year term, F. W. Buchholz and C. R. M. Sheppard, superintendent of Volusia County. As a mark of events no longer attempted, the local citizens put on a reception for the teachers at the Palmetto Club.

The growing use of sectional meetings is noted in the fact that these were scheduled with programs: High School and Classical, Rural Schools, Primary and Kindergarten, History, Vocational, and Commercial.

Governor Sidney J. Catts, a Baptist preacher, elected in a famous campaign, attended this convention, but did not think much of the speakers. The *News* reporter wrote that the Governor made a few remarks mostly about himself at the forenoon session, and referred to the other speakers "Who come here to talk fodder that I know is way over your heads because it is over mine." (Thus the inimitable Catts.)

The Treasurer reported \$540.55 on hand and \$377 in bills already paid at this convention.

Resolutions adopted included these items:

1. Recommending a state uniform course of study for the schools
2. Recommending that each county hold a teachers meeting at least once a year

3. Recommending that the State Constitution be amended to raise the possible county tax for schools from 7 to 10 mills
4. Pledging "unbounded faith and love for Woodrow Wilson" (as American soldiers were gathering in France in the war to end wars and make the world safe for democracy)

The *News* reported that over 500 teachers and "twice as many townspeople" attended the general sessions.

This was the year that the Legislature created the State Board of Examiners, a "flying squadron" consisting of Miss Clem Hampton, Dr. Yocum, and Miss Christian McDonald, who soon became very well known indeed. This board, as long as it existed, held examinations for certification in the various counties.

Following the FEA urgent call for a uniform State course of study, members of the Association were appointed to a committee to prepare such a course. It was printed in 5,000 copies and distributed for the 1918-19 school session. FEAers selected for this task were: J. H. Workman, J. M. Guilliams, among principals; W. S. Cawthon, High School Inspector; P. G. Shaver, C. R. M. Sheppard, J. E. Knight, among superintendents; Sheldon Phillips, R. L. Turner, Miss Maud Schwalmeyer, Miss Agnes E. Harris, Mrs. Stella P. Arrington, and Miss Nellie S. Stevens.

34th Meeting Dec. 31, 1918 to Jan. 2, 1919

GAINESVILLE

Elected president
for ensuing year:
A. L. MONROE, M.D.

THIS WAS A JOINT MEETING of the Southern Education Society and the Florida Education Association, and such reports as can now be found in the *T-U* and the *School Room* reflect little FEA activity on the occasion. We learn that among resolutions adopted were these:

1. Favoring high school credit in the subject of music, if the teacher be certificated
2. Asking the State Legislature to enfranchise women. (FEA was not ahead of the times; Congress submitted the 19th amendment the following spring)
3. Promised co-operation in the \$30,000,000 drive for Armenian Relief Commission

(There was nothing original or far-seeing in the conclusions of the brethren at Gainesville this time.)

The address of ambitious Benjamin Benson Lane was printed in full, in both the *Exponent* and the *T-U*—Topic: "Some Needed Constructive School Laws," e.g., more money, better buildings, better administration, better teachers, improved courses of study. There was little new in this, but Lane was running for president and soon was to be elected!

There were five sectional meetings at this Gainesville convention: High School and Classical (combined), History, Rural, Vocational, Primary and Kindergarten. What happened to grades 4-8 does not appear.

The *T-U* reported 600 in attendance and that is undoubtedly a generous estimate.

Officers elected were:

President: Dr. A. Leight Monroe of Miami

Vice-president: R. Alexis Greene of Starke (who had already given up teaching for politics)

Secretary: R. L. Turner of Inverness

Treasurer: Isabel Mays of Center Hill

To the Executive Committee: G. H. Williams, Dixie M. Hollins, E. R. Poppell, Charles H. Gray, and I. T. Pearson as per *Corr's F. S. R.*, February, 1919.

35th Meeting Dec. 30, 1919 to Jan. 1, 1920

BRADENTON

Elected president
for ensuing year:
B. B. LANE

THE FLORIDA SCHOOL ROOM went out of business in June, 1920, but in September, 1919, had appeared a resuscitated *Florida School Journal* (same title as the short-lived teachers' magazine which appeared in September, 1887) with volume number 26, but *why*, does not appear. The volume number may have been taken from the *School Room*. The February, 1920 number carried an account of the Bradenton meeting. Supt. Sheats gave his usual annual address to the assembled teachers. This time he spoke out for pensions for teachers. "The surest way to solve the problem of teacher shortage will be to increase teachers' salaries and enact a teacher pension law," he said.

The resolutions committee dutifully echoed this declaration, and added a few more:

1. Renewed endorsement of a pension policy for teachers
2. Called for reciprocity between states for certification
3. Urged the establishing of a State normal school for the training of elementary teachers
4. Recommended an extension of vocational education
5. Asked for a revised State course of study

The *Manatee River Journal* of January 1, 1920 carried a 5-column article on this FEA meeting, claiming that 500 teachers were in attendance. The theme of the meeting seemed to be improvement of rural education, and President Monroe called for the establishment of two normal schools, one in the northern and one in the southern part of the State "so that our country teachers will be provided with a place to study the latest methods in education."

The general business session was held on the afternoon of December 31. J. M. Guilliams gave an address, after which by a vote of 162 to 126, Benjamin Benson Lane was elected president. Miss Christian McDonald of DeFuniak Springs was elected vice-president, and R. L. Turner rural school inspector, to his eleventh term as secretary. R. M. Evans of Quincy was chosen treasurer. Elected to the Executive Committee: J. E. Rickelson of Bradenton, W. O. Lemasters, superintendent of Hernando County, H. G. Metcalf of Live Oak, C. E. Yowell, superintendent of Osceola County. The *Manatee River Journal* mentions one resolution not found in the reborn *Florida School Journal* i.e., one sponsored by Lane calling for a state-wide committee to campaign for state-aid for rural schools.

36th Meeting Dec. 29-31, 1920

TALLAHASSEE

Elected president
for ensuing year:
W. S. CAWTHON

THE TALLAHASSEE DEMOCRAT preserved a record of this meeting, and the *Times-Union* carried the president's address in full, in which B. B. Lane asked rhetorically "Are not the boys and girls of Florida worth as much as her cattle? Are not the farmer's children worth as much in Florida as his hogs?" This comment must reflect some recent action of the Legislature in the field of farm economy. The local reporter quoted State Supt. Sheats as appealing to the teachers to raise the standards of education and to avoid indulging in tactics and practices "which would prove hurtful to future generations." Among subjects discussed in the four sectional programs

(kindergarten-primary, rural, high school, and history) were teacher tenure, salaries, and state-aid for rural school consolidation. The assistant director of industrial education in the Federal Board of Vocational Education was one of the main speakers.

The new officers elected were:

President: W. S. Cawthon, high school inspector

Vice-president: Miss Christian McDonald, Tallahassee

Secretary: R. L. Turner, Inverness

Treasurer: J. H. Brinson, Jacksonville

To the three-year terms on the Executive Committee: Miss Nellie Miller, Crystal River; Supt. B. D. Gullett, Manatee; and C. E. Yowell, Osceola.

In the *Florida School Journal* for February, 1921 (this periodical had been revived by that indefatigable teacher-preacher-journalist P. W. Corr), we find a report of the resolutions committee at this Tallahassee meeting:

1. That the Legislature submit a constitutional amendment to the people so that the then maximum levy could be raised from 3 to 10 mills in special tax school districts
2. That high school credit be allowed for music
3. That there be a special appropriation for rural schools
4. That there be a compulsory part-time school attendance law requiring a minimum 144 hours per year for all under age 17

It endorsed the budgets requested for the higher institutions.

Dean Norman says that only 315 attended this Tallahassee convention (but *T-U* says "about 500"); that collection of dues from so few was not enough to pay the costs of the meeting; therefore the officers were obliged to ask Tallahassee merchants to assume the unpaid balance of bills. *This was in 1920.*

37th Meeting Dec. 27-29, 1921

ORLANDO

Elected president
for ensuing year:
C. R. M. SHEPPARD

WE ARE DEPENDENT upon the *Times Union* for an account of this 37th annual meeting. The famous E. P. Cubberly of California was the featured speaker. One title: "The Significance of Educational Measurement"—and this was relatively a new idea in 1921.

The Association adopted resolutions urging an amendment to

the State Constitution which would remove the present limitation on school millage. (Looks like we were always trying to tinker with the Constitution!)

And a famous man indeed addressed the FEA at Orlando—William Jennings Bryan himself.

The *Times Union* was moved to this happy editorial, "The FEA commends itself to the public because of its work and its forward-looking activity."

Officers elected were:

President: C. R. M. Sheppard of Volusia County

Vice-president: Miss Kate Colyer of Miami

Secretary: R. L. Turner of Inverness

Treasurer: T. W. Lawton of Seminole County

To three-year terms on the Executive Committee: Dr. Jos. Roemer of Gainesville as chairman; Miss Nellie C. Stevens of Ocala; Supt. Frank S. Hartsfield of Leon

Following the election of fiery C. R. M. Sheppard of Volusia as president of the Association and of capable Joe Roemer as chairman of the Executive Committee, there was a year of activity the like of which FEA had never seen. The Executive Committee met in special session in Gainesville, January 27, 1922, to plan a drive to increase the membership of the Association to 2,000. As Dr. Joe said,

Florida has only ten per cent of its teachers enrolled in the Association. Already 300 members have enrolled for this present year . . . An organization is being perfected to carry the campaign into every county this fall. It is the purpose . . . to enroll at least 3,000 teachers, which will be 50% of the entire teaching staff of the State . . . If every other State in the South can enroll the larger part of its teachers, Florida can do it also.

Another enterprise for the summer of 1922, led by Dr. Roemer and Dr. O. I. Woodley, was a series of one-day "institutes" held in 22 counties of the State. These two men acted also as FEA missionaries and collected dues wherever they went.

At this 1921 Orlando session, the county superintendents' section called upon FEA to create a commission to "study the Florida educational system" and to make recommendations to the Legislature. Named were: Supt. J. E. Knight of Tampa; Principal R. W. Van Brunt of Inverness; Supt. W. T. Cash of Taylor; Principal F. W. Buchholz of Gainesville; Supt. F. S. Hartsfield of Leon; Principal John H. Workman of Pensacola; Supt. James S. Rickards of Broward; Principal Sexton Johnson of Orlando (two from each Congressional District).

The official program for this Orlando meeting has survived and it is a handsome 8-page affair, in heavier cover—furnished free by Rollins College. The “al” still appeared in the title, though quite erroneously. There were 15 sectional meetings provided for. As evidence that the day of the automobile was not yet wholly here, special rates of 1½ cents per mile were secured from the railroads.

At a general session, Dr. Cubberly spoke on “Why Education in America Is Difficult.” We would welcome a repeat on that one even now. In a letter dated December 16, 1935, W. S. Cawthon said that Dr. Cubberly cost the Association only \$500 because he was on his way East anyhow.

38th Meeting Dec. 27-29, 1922

ST. PETERSBURG

*Elected president
for ensuing year:*
ROWENA LONGMIRE

THIS 38TH ANNUAL MEETING was well organized, with these sections: County Superintendents, High School, Foreign Language, Social Sciences, Parent-Teachers, Science, Vocational Education, Attendance Officers, English, Grammar Grades, Home Economics, Mathematics, Physical Education, Kindergarten, Primary, Primary Council, Rural Schools. In this respect it is obvious we are moving into “modern history” of FEA.

This was also the first (and the last) FEA convention to publish the “Proceedings.” Data for this meeting are almost entirely drawn from the 155 pages of the bound volume distributed to members; and which apparently cost \$324.99.

General meetings were held on Wednesday and Thursday evenings and on Friday morning. Headline speakers were Governor Hardee, the U. S. Commissioner of Education J. J. Tigert; Bruce R. Payne, president of Peabody College for Teachers; and Dr. A. L. Otis of test fame, even then.

At the business session on Friday morning, the Association adopted a eulogy of W. N. Sheats who died in office on July 19, 1922, and pledged support to W. S. Cawthon, appointed by the Governor to serve out the unexpired term. In addition, the Association called for some State action, in these particulars:

1. As to certificates, after July 1, 1924, to require (a) two years of high school education to be eligible for a second grade cer-

- tificate, and (b) a high school education to be eligible for a first grade certificate—but this rule should not be retroactive
2. As to health education, that elementary schools adopt the Modern Health Crusade program
 3. Agreed to a suggestion of the Florida Federation of Women's Clubs that the State Constitution be amended to reorganize the State Board of Education, so that it consist of the Governor and state superintendent plus five persons appointed by the Governor

In addition, this convention amended its own constitution, as usual, this time to authorize the Executive Committee to select the place of annual meeting, and to select (no longer by general election) a secretary and determine his compensation. This looked towards the hiring of a full-time secretary and the establishment of a permanent office headquarters.

At the final evening session, the president awarded four loving cups to the four counties with the largest number of paid-up members at the meeting—Gadsden, Marion, Manatee, and Seminole.

The treasurer reported the best year in the Association history, with 2,951 paid-up members, \$302.50 worth of ads sold for the official program, and a balance of \$1,869.71 to start the new year.

The annual address of President Sheppard was long and prophetic. We summarize some portions. He had chosen for his theme "What Is Wrong with the Public Schools?" And in his judgment, these things were wrong:

(1) Lack of professional spirit—

A very large number of our teachers seem to be perfectly satisfied with a teacher's certificate as the only evidence of their fitness to teach . . . of 6,000 teachers employed . . . about 600 have attended our meetings. Can we justly expect the Legislature to accept the recommendation of a meager 10% as representing the teachers of the State?

But the brighter future of the FEA was sounded in this sentence: "It has been our hope and ambition to increase the membership to where a full-time executive secretary might be employed."

(2) A legislative committee named by the Association which seems to think it is not bound by the program approved by the Association, "and take it upon themselves to defeat measures recommended by you. This should be no longer tolerated Unity is the only thing that will command the recognition which we must have." This is a sore spot, charged the president, and he had other short-comings in mind, e.g., lack of aggressiveness, lack of the confidence and cooperation of the people, lack of efficiency in school work.

Officers elected at 38th meeting:

President: Miss Rowena Longmire of F.S.C.W.

Vice-president: R. M. Sealey of Tallahassee

Secretary: O. I. Woodley* of Clermont

Treasurer: Sexton Johnson of Orlando

To three year terms on Executive Committee: R. M. Evans of Quincy; H. G. Metcalf of Live Oak; B. B. Lane of Crescent City

On page 155 of the 1922 *Proceedings*, we find a list of "previous meetings of the FEA." If a reader should attempt to compare this list with the one found on page 294 of the present volume, he will at once detect some disagreements from the year 1902 backwards to 1886. We shall not attempt to explain these discrepancies, but pause merely to assure the reader that what he finds in *this* volume, is, we hope, the accurate record. The old erroneous 1922 list was apparently used as copy in certain programs of later annual meetings, e.g., 1936. Until this present history was attempted, no one had ever checked accuracy of the 1922 list.

39th Meeting, January 2-4, 1924

WEST PALM BEACH

Elected president
for ensuing year:
R. M. EVANS

THE CAMPAIGN of the summer of 1922 had so encouraged the officers of FEA that the board determined to increase activities by employing a part-time secretary and publishing a monthly magazine, No. 1 of which made its appearance in September, 1923, under the editorship of O. I. Woodley, secretary of the Association, and under the name *The Journal* of the Florida Education Association.* The slogan printed at the bottom of the cover-page read "Florida boys

*In the following fall of 1923, Dr. Woodley, retired educator from West Virginia, would open an FEA office in Winter Park, and publish the first issue of *The Journal* of the Florida Education Association. That event foreshadows the *modern* history part of FEA story.

To make possible the employment of Dr. Woodley and the publication of *The Journal*, the members of the executive committee, George W. Marks, chairman, borrowed over a thousand dollars at a Winter Park bank on their own signatures. Other members of the committee were Frank Hartsfield, Joe Roemer, H. G. Metcalf, Nellie Stevens, R. L. Turner, John H. Workman, and C. E. Yowell.

and girls must have an opportunity for an education equal to the best." The campaign to awaken Florida educationally was on in earnest. The Association needed lay help, and provided for "citizen memberships" at the rate of one dollar each. As further evidence of the serious attempt to raise school standards, and strengthen the FEA, one notes that the teachers of Gadsden County voted to request their county school board to make a provision in the contracts to the effect that all teachers should be members of "the State Teachers Association." The teachers of Orange County, we read, were automatically members by virtue of a clause in their contracts.

The 39th convention adopted resolutions (*The Journal* of FEA, February, 1924) covering such items as:

1. Approving the idea of a State educational survey
2. Urging increased facilities for teacher training
3. Stressing the need for improved school administration
4. Asking that committee be appointed to consider changing the time of the annual meeting to mid-April
5. Calling for some arrangement by which all teachers in Florida would automatically become members of FEA

The editor of the new journal declared that "the most important address of the convention was that given by State Superintendent W. S. Cawthon on the subject of a State survey."

These were elected as new officers:

President: R. M. Evans of Quincy

Vice-president: Miss Agnes Ballard of West Palm Beach

Secretary: O. I. Woodley of Clermont

Treasurer: A. B. Johnson of Orange County

To three-year terms on Executive Committee: George W. Marks, chairman; John H. Workman, Pensacola; T. W. Yarborough, Sarasota

In the March, 1924 issue of *The Journal*, the editor complained bitterly that only 43% of the county superintendents and 40% of the high school principals were members of FEA. "These figures are amazing and distressing. They seem almost incredible," declared Dr. Woodley, who had only recently come from West Virginia. The teacher membership at this time was 3,500, about 57% of those employed in the white schools of the State.

In her presidential address, Miss Longmire observed that it was now a part of our policy to employ a part-time secretary and to publish a journal "which we trust will be the permanent organ of this Association."

In the spring of 1924, an FEA committee met with the State Board of Education at Tallahassee in support of the FEA program calling for a state educational survey. The Board approved this project. This would seem to be the first time that a committee of teachers "marched on the capitol." It was not to be the last! When schools opened in the fall, *The Journal* for September carried this slogan:

5000 FEA members

Every teacher member secure a citizen member

2000 at the Daytona meeting

The editor announced that the 3,500 teacher memberships of the year 1923-24 were:

Not enough to maintain *The Journal*, provide for office expense, and pay the expenses of a campaign such as was carried on . . . If it had not been for the help of citizen members, *The Journal* would have ceased last January and the office (in Winter Park) would have closed.

As the fall progressed, teacher support of the enlarged FEA program did not improve. In November, we read in *The Journal*, under the caption "SOS Cry":

Save *The Journal* and continue the work of the Association by sending your membership at once. Teacher dues for the year are \$1.50; citizen members, \$1.00 . . . Do your part, for the situation is desperate. This is a real cry of distress.

Teacher morale must have been low, as the *Florida boom* began its spectacular development! It was becoming evident that FEA officers were too far ahead of their fellow-teachers.

A glimpse at the financial picture in 1924 was revealed in *The Journal* for February, 1925:

The membership as of December 31, 1924	2,329
The deficit as of June 30, 1924	\$863.81

Citizen members in 1923-24 totalled 6,186, as compared with 4,864 for the teachers themselves.

Confessed Dr. Woodley in December, "There has not been any money for salaries for five months . . . Unless the teachers and principals do their part at once, the end is imminent." The end of the current regime did come a month later, when Dr. Woodley withdrew. The first brave attempt to enlarge our program, establish a permanent headquarters with an employed executive secretary had failed.

40th Meeting, December 27-30, 1924

DAYTONA

Elected president
for ensuing year:
JOSEPH ROEMER

THE 40TH MEETING at Daytona (or the "Triple Cities," as Daytona, Seabreeze, and Daytona Beach were chartered, up to 1926) was head-lined by a famous American, Dr. Harvey W. Wiley, "probably the foremost health man* in the United States," whose visit ruined the white-bread market for a few days. Another speaker was Willis A. Sutton, later to be NEA president. Dr. Roemer hatched the idea of organizing district associations, on the ground that the State was already too large and populous for successful conventions of all members in one city who could be induced to come to the annual meeting. This was approved by the resolutions committee and adopted, apparently without much opposition, and in theory, this plan continues to the present time. The convention also was convinced that teachers needed some real incentive to join the Association, and adopted the Gadsden-Orange county suggestion—"Let them be compelled to come in." In the immediately following years, this automation became rather widely followed, and doubtless was necessary while teachers were mostly "normules," as the few college-educated FEAers often referred to them. A code of ethics recommended itself to the Association as a good thing and the officers were asked to appoint the inevitable committee.

The Journal was not discontinued, even though we lost our executive secretary. Dean J. W. Norman, newly elected to the Executive Committee, agreed to edit it *gratis*, until we could regroup our forces and start up again. His first issue was dated February, 1925. He estimated a total of 3,500 memberships at the end of the school year.

The officers elected at Daytona were:

President: Jos. Roemer, Gainesville

Vice-president: Mrs. W. P. Coffey of St. Petersburg

Secretary-Treasurer: A. B. Johnson, county superintendent of Orange

Not since 1891 had we combined the two offices of secretary and treasurer.

The Executive Committee: Geo. W. Marks, T. W. Yarbrough, R. L. Turner, J. W. Norman, G. E. Wilbur, H. G. Metcalf, R. M. Evans, John H. Workman, Charles M. Fisher. (There is a list

*Program December 27-30, 1924.

of past and future officers!) Fisher was elected to the place of B. B. Lane who at last ceased his peregrinations from school to school in Florida and left us for the Univ. of South Carolina.

In the May, 1925 issue of *The Journal*, editor Norman called our attention to three important bits of legislation:

1. A bill for the proposed state school survey (which became a fact, but with little of the effect that was anticipated).
2. A bill to create the officers of state and county school supervisors (which also became effective).
3. The attempt, by now time-honored, to make the office of county superintendent appointive rather than elective.

President Roemer announced a series of sectional meetings for the fall (taking the place of the old "institutes"). Nine were organized with over 6,000 in attendance. "Practically all teachers are joining the Association and paying their dues" reported the president, who worked hard in all of these sectional gatherings. He was pushing strongly an arrangement by which the FEA convention would cease to exist as it had been known, and should be merely a "delegate assembly" devoted to business, not "inspirational addresses."

41st Annual Meeting, Dec. 30, 1925-Jan. 1, 1926

Elected president
for ensuing year:
R. M. SEALEY

JACKSONVILLE

AT THE 1925 ANNUAL MEETING, the new officers elected were:
 President: R. M. Sealey (then state high school supervisor)
 Vice-president: Miss Mary B. Merritt, dean of girls in Miami High
 Secretary-Treasurer: A. B. Johnson of Orlando
 To the Executive Committee: George M. Lynch, St. Petersburg;
 W. M. Scruggs, Monticello; C. M. Fisher, Miami

The February, 1926 issue of *The Journal* appeared with a new slogan at the bottom of the cover-page, "The entire profession at work on its problems." In this issue we may read the new constitution adopted at the 41st annual meeting, embodying the plan advocated by the 1925 president. The first article provides that FEA shall "consist of (1) those district educational organizations approved by the Executive Committee, and (2) a state assembly composed of representa-

tives as follows . . ." (We still have the district organizations but they never have functioned as was envisioned when created. Instead, we had to give up the long-followed plan of meeting at various cities in Florida, and centered on two that could accommodate several thousand members—Tampa and Miami.)

Resolutions adopted included:

1. Approval of the consolidation of schools
2. Approval of state subsidies for county supervisors
3. Approval of professional administration of schools (apparently we were ready to give up on that county superintendent business)
4. Approval of an amendment to the State Constitution whereby the State could appropriate money for public school support*

The convention called also for the appointment of a committee on the subject of teachers' salaries.

In the February, 1926 *Journal*, President R. M. Sealey explained the new constitution of the "reorganized FEA" calling it a "democratization" of the FEA. He pointed out that the "Annual Assembly" hereafter would be attended by those specially chosen by vote of the teachers to be the spokesmen.

The provisions of Article II in the matter of ex officio representatives did not prove satisfactory to the "rank and file" however, and that is understandable when we observe that the article includes representative status for every high school principal, every elementary school principal with five or more teachers, all faculty members of Schools of Education, and all county superintendents. Add them all up and the "delegate assembly" did not give classroom teachers fair representation! This business was shortly changed in the direction of yet more "democratization."

In the fall of 1926, twelve district meetings were organized, and upon these the officers depended heavily for Association support. The editor confessed that in the school year 1925-26, only 50% of our teachers were members—4,000 out of 8,000, in round numbers. "Perhaps our lack of solidarity and the lack of support from within our own ranks is one of the chief reasons why it was so often said that we (teachers) have no profession."

*Prior to this 1927 amendment, the only "state assistance" was from the state one-mill tax and the interest on the state school fund.

42nd Annual Meeting, December 29-31, 1926

TALLAHASSEE

Elected president
for ensuing year:
CHARLES M. FISHER

THE PRESIDENT was obliged to announce in November that the forthcoming Tallahassee meeting, under the new constitution, would continue the "sectional meetings." The "demand was too imperative," he said. Thus did the original plan of a delegate assembly without the features of a state-wide general meeting of teachers go by the board.

Governor Martin addressed the FEA at its 42nd meeting. He was very friendly, saying "no better investment can be made than in the training of our boys and girls," and then proceeded to endorse the State constitutional amendment (just adopted in November) "whereby the State may appropriate money to help the cause of education."

"When the Legislature meets in April," the Governor said, "they will take advantage of the change in the Constitution and appropriate funds to educate the children of Florida who are being denied."

The resolutions adopted included:

1. Endorsing "a sound and adequate teachers' retirement law" and requesting the Legislature to appropriate money for an actuarial survey
2. Asking the Legislature to appropriate State university budgets as requested by the university administration

Elected as new officers:

President: Charles M. Fisher, superintendent of Dade County

Vice-president: Miss Mary Sheppard (Mrs. D. E. Williams), principal of Ocala High

Secretary-Treasurer: A. B. Johnson of Orange

Four were elected to the Executive Committee: J. C. Peel of Sarasota High; N. M. Salley, dean of College of Education, F.S.C.W.; J. A. Youngblood, superintendent of Palm Beach County; R. J. Longstreet, supervising principal, Daytona Beach.

The editor was pleased to report in February that "over 5,500 teachers are enrolled in the Association."

The first printed report of an FEA committee was distributed at the Tallahassee meeting—the *Report of the Salary Study Committee*, a 32-page pamphlet, which recommended that a minimum salary of a teacher be \$800 if he or she has two-year normal training, with annual increments of \$100, and:

1. That salaries should be based on the qualifications of the teacher (which commends itself to common sense, now, as then)
2. That a wider tax base than real and personal property upon which to levy school taxes be found
3. That a sales tax be enacted for school support
4. That the Constitution be amended to remove the ten mill limit on school taxation in counties and special tax school districts

The Executive Committee, at a meeting in Tallahassee on December 30, announced authorization of employment of a full-time executive secretary, and the raising of membership dues from \$1.50 to \$2.00. The committee met again on March 10 in Jacksonville, and announced the resignation of Supt. Johnson as secretary-treasurer. In his stead the committee appointed T. W. Lawton, superintendent of Seminole County, as treasurer, and Dean J. W. Norman to be secretary *pro tem* until the selection of a paid executive secretary.

When the first issue of *The Journal* appeared in the fall—October, 1927—it carried at the masthead: R. M. Sealey, Editor, Business and Editorial Offices, Hodges Building, Tallahassee. The man had been found, the ground had again been laid and more carefully, and now the FEA felt launched upon its proper career in Florida.

And the improved future for Florida schools was also in process of realization. The 1927 Legislature had passed a bill establishing a Public Free School Fund, the first of its sort in our history, levying a one cent tax on gasoline and $\frac{1}{4}$ mill tax on real and personal property, and setting aside the interest on State funds deposited in banks, of which 66% was to go into the School Fund and the balance to building funds at state institutions.

Thus the year 1927-28 opened auspiciously with a full-time secretary in a Tallahassee office and with the first effort at equalizing school opportunities throughout Florida.

43rd Annual Meeting, Dec. 28-30, 1927

TAMPA

Elected president
for ensuing year:
GEORGE W. MARKS

FOR THE FORTHCOMING 43rd annual meeting, the editor and executive secretary again reminded the teachers that "the new constitution makes the annual meeting a representative or delegate assembly rather than a convention, in order that the organization might be genuinely representative of the educational interests of the entire

State." But, "preceding the opening of the Assembly . . . a large number of departmental meetings and meetings of allied organizations will be held . . . On to Tampa!"

In the February, 1928 *Journal*, the editor exulted "The annual meeting held in Tampa was entirely successful . . . Registration headquarters were in charge of Miss Emma Wise* . . . A new feature (was) the exhibits."**

The resolutions committee report in part:

1. Approved a sound and adequate teachers' retirement law
2. Endorsed state-wide program for improvement of reading and English
3. Endorsed efforts to secure 100% membership in the FEA
4. Urged Governor to appoint a Literacy Commission
5. Supported bill in Congress for a Department of Education
6. Instructed Executive Committee to change the time of meeting to March or April

The editor published an analysis of the Tampa attendance, showing that there were 176 *Ex Officio* representatives, 140 elected representatives, and 679 others—and probably 500 others who did not register. He concluded, "This would seem to indicate that the teachers of Florida do not desire to give up entirely the convention type of annual meeting." He also noted that fourteen counties had no representation of any kind at Tampa.

At the Tampa meeting, these were the new officers elected:

President: George W. Marks, superintendent of Volusia County
 Vice-president: Mrs. Alice C. Lovelace of Tampa
 Treasurer: F. S. Hartsfield, superintendent of Leon County
 To three-year term on Executive Committee: H. G. Shealy of Ocala; William Tyler, superintendent of Escambia County; Mrs. J. Reid Ramsey of Tampa.

One who opens the April, 1928 *Journal* receives a shock to read at the masthead

J. E. Brewton, Editor

and to miss in the FEA Directory immediately below, the name of our executive secretary. Mr. Sealey died suddenly while attending a convention in the North. Mr. Brewton, principal at Quincy, was engaged

*Office secretary to Mr. Sealey and later, for over a year, manager of the Tallahassee headquarters.

**See letter C. M. Fisher, December 23, 1935—"The Association featured commercial and educational exhibits in connection with annual meeting 1927, an innovation by new Ex. Secy. R. M. Sealey.

by the Executive Committee to complete the editing work of the year. R. J. Longstreet, supervising principal in Daytona Beach, accepted the secretaryship on a part-time basis until the committee could secure a successor to Mr. Sealey, and Miss Emma Wise was retained to operate the Tallahassee office. Thus the school year 1927-28 which opened so auspiciously, ended on a tragic note. And once again the FEA, launching a widened program, was brought up short. It would not be until the NEA meeting in Atlanta, a year and a half later, that Sealey's successor would take the helm. For over a year, the FEA managed to get along with part-time services of the two men named above, and of Miss Wise, invaluable *ad interim* servant of the FEA.

A final note on 1927-28: there were 6105 FEA members, the largest membership ever, to reflect the vigorous campaign waged by Mr. Sealey. 69% of the teachers had joined with him and with the executive committee in the work of the Association.

The work of 1928-29 alone separated us from our *new era*.

44th Annual Meeting, Nov. 30-Dec. 1, 1928

ORLANDO

Elected president
for ensuing year:
JAMES W. NORMAN

IN THE SUMMER and fall of 1928, the new president and the acting secretary together or separately visited all but 13 of the counties in the interest of the work of the Association, with special emphasis on 100% enrollment in as many schools as possible, and on the coming Orlando meeting at which the Survey Commission would make its long-awaited report. For the year 1927-28, our membership had reached 6,105. Our new goal was an excess of that figure even if we had not yet filled the vacancy in our executive secretaryship. *The Journal* editor prepared a full-page "ad" for the October number, beginning:

We, the teachers of the State of Florida, in order to form a more perfect school system, establish a higher educational standard, insure the young people of the State against illiteracy, provide for better methods of teaching, promote the general welfare of our schools, and secure the blessings of a more enlightened State to ourselves and our posterity, should enroll 100% in the Florida Education Association: Because—(and then followed 14 "Becauses.")

The acting secretary and the president had stories in *The Journal* about the coming Orlando annual meeting and the famous educational

experts who had administered the state-wide survey of our schools and would make the first public report of their findings and recommendations, to wit: Strayer, Engelhardt, Bagley, Mort, Hillegas and Knight. It was pointed out that this 1928 meeting was different in several respects, *e.g.*, it was the first ever to be held at the Thanksgiving school vacation, it was a two-day rather than a three-day meeting, and it would be attended by members of the Legislature and representatives of all the civic clubs in the State, to all of whom special invitations had been sent. The president expressed hopefulness, despite the fact that:

A great majority of the counties will have to operate on a materially reduced income . . . In some cases teachers' salaries have been cut . . . and still others must shorten the school term. Enormous reductions in assessed valuations (aftermath of the "Boom") and poor tax collections . . . The schools of the State are going through a period of adjustment.

This was also the year in which we were trying to get a bill through the Legislature to establish our retirement system. But before we could even write the bill, we had to secure from the teachers, cards with certain vital information. From the office of the state superintendent was sent out a supply of these cards, each county superintendent being responsible for distributing them throughout his schools. The Editor cautioned, "Delay is not only dangerous but suicidal as far as immediate legislation is concerned." But by the end of February we had received back less than 7,000 cards with the necessary data for the actuarial study, so we were compelled to postpone our legislative attempt another biennium. Despite "hard times" and disappeared land values and "busted banks," we were pleased on Dec. 18, 1928 to find that we had already passed the 1927-28 membership, with 6147 teachers enrolled. The fall meeting in November at Orlando, did come off as the largest in our FEA history—over 3,000 registered in attendance. The reports for improvement of schools, made by the distinguished New York educationists, who had conducted the survey, were eagerly listened to and widely printed in the newspapers.

What is perhaps the first piece of propaganda printed and widely distributed by the Association was a 4-page 4x9 pamphlet entitled, "Are Florida Schools Costing Too Much?" This was broadcast just before the spring meeting of the Legislature and the secretary found no great difficulty in this answer to his own question—"They are not costing enough."

The officers elected at the great Orlando meeting were:

President: J. W. Norman, Dean School of Education, U. of F.

Vice-president: Geo. W. Marks (thus starting the custom of making vice-presidents out of past presidents), DeLand

Treasurer: Frank S. Hartsfield, superintendent of Leon County, Tallahassee

To three-year terms on Executive Committee: J. Colin English, superintendent of Lee County; J. Homer Kelly, principal at Live Oak; Dean N. M. Salley of F. S. C. W.

Not yet having selected a man to succeed R. M. Sealey as executive secretary, the Executive Committee asked the temporary editor and the part-time executive secretary to continue to hold things together for a bit longer. We had our eyes on our man, we thought, and correctly, as events will prove.

Whether or not members liked the new meeting arrangements was submitted to a questionnaire in *The Journal*:

1. Do you favor a spring meeting for delegates only, with the program of the Association carried to every teacher through organized fall district meetings?
2. Do you favor a continuation of the present plan of having both a state convention and the district meetings in the fall?
3. If the latter, do you favor meeting immediately after Thanksgiving, or do you prefer the Christmas holidays?

The resolutions adopted at the Orlando Meeting were, of course, largely in approval of the recommendations of the Survey Commission.* But, in the way of "private business," our people again

1. Pledged to work for a teachers' retirement law
2. Urged that no person be given a teacher's certificate who was not a graduate of a standard high school
3. Asked county school boards to require teachers to become members of the Association.

We ended the year with 6500 members, the most ever, and with over \$4,000 in the bank—also the most ever.

The FEA was ready to start again!

And this brings us to the final page of the proto-history of FEA. For, in the May, 1929 issue of *The Journal*, we read:

*Chas. M. Fisher, chairman of Committee on Legislation for 1929 session, says: "I remained throughout the entire regular session of the Legislature with the exception of four week-end trips back to Miami to take care of local school matters." (See *The Journal*, October, 1929, p. 14)

At a recent meeting of the Executive Committee . . . the executive secretaryship was tendered to James S. Rickards of Fort Lauderdale. Mr. Rickards comes to us highly recommended, both as a school man and as an executive.

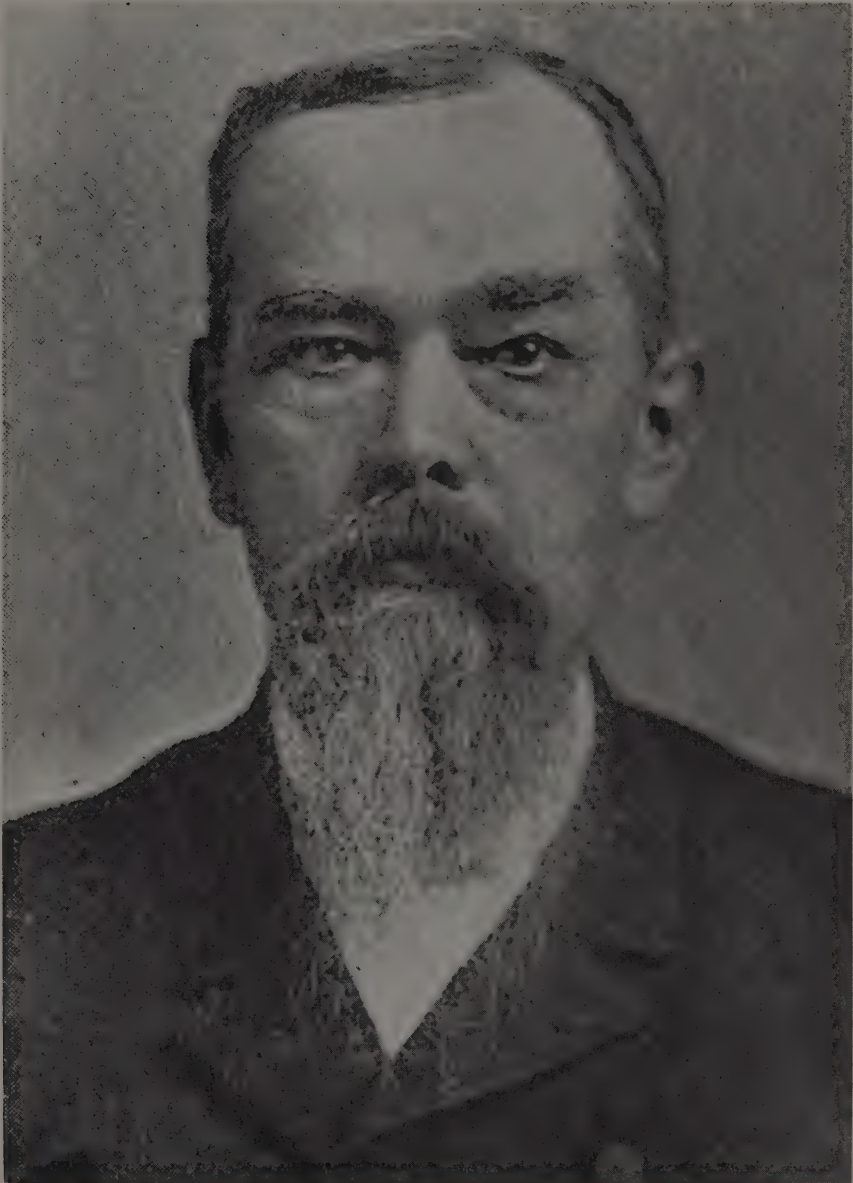
It was the pleasure of the "acting part-time ad interim secretary" to turn the whole thing over, at the NEA meeting in Atlanta, FEA Headquarters, Biltmore Hotel, to the man whose name became synonymous with school legislation for the next quarter-century. From now on, we did not falter. But, the seven years from St. Petersburg in 1922 to Orlando in 1928 were times of crisis. The behind-the-scenes struggles can only be known by those who participated in them. As one may see, our progress has been slowly but ever hopefully *ex umbris in lucem*. By 1929, we had travelled a long way from DeFuniak in 1886, where *one per cent* of the teachers joined the Association.

If one dares single out a few names in recent history to whom special credit is due, they would have to include the presidents of 1922-28: Miss Rowena Longmire, R. M. Evans, Joseph Roemer, R. M. Sealey, C. M. Fisher, Geo. W. Marks, and J. W. Norman.

From now on, we have an organization functioning twelve months in the year, with a greatly proliferated program. The story now assumes such proportions that we shall devote separate chapters, not to administrations and annual meetings, but to such activities as school finance, pupil and teacher welfare, educational surveys, and public relations. But, we shall always remember that we are not trying to write a history of education in Florida, but attempting only to describe the part which our Association has played in that history.

Sources of Data for Proto History 1886-1929

1. The *Florida School Journal*, Sept., 1887 to June, 1895. Only 23 issues have survived. Yonge Library, U. of F.
2. The *Florida School Exponent*, Mar., 1894 to June, 1916. Procured by microfilm from the U. S. Office of Education, but incomplete; Vols. IX and X are entirely missing, and 25 issues of other vols. missing also.
3. The *Florida School Room*, Sept., 1914 to June, 1920. Only 28 numbers have survived. Yonge Library, U. of F.
4. The *Florida School Journal*, Sept., 1919 to June, 1923. Only 25 numbers available. Yonge Library.
5. Official *Minute Book* of the F. S. T. A. and F. E. A. 1886 to 1904. Minutes for 1890 meeting were not entered.
6. Contemporary newspaper accounts of annual meetings.
7. *Biennial Reports* of State Superintendents of Public Instruction.
8. Miscellaneous
 - (a) The *Florida Teacher*—two numbers of Vol. I, 1892
 - (b) *Florida School Journal* Jan., Feb., Mar., 1898 and Feb. 1899
 - (c) The Proceedings of FEA convention at St. Petersburg, Dec. 27-29, 1922.
 - (d) Certain B. P. I. *Minutes*, notably Orange County.
9. *The Journal* of the Florida Education Association, Sept., 1923 to June 1929.



MAJOR A. J. RUSSELL

“Father of the FEA”
State Superintendent, 1884-1893



Tabernacle of the Florida Chautauqua in De Funiak Springs where first meeting of FEA was held in 1886.

Dr. Frederick Pasco
President, 1887-1890

On this page and the next are photostats of pages from the first Minute Book of the FEA (then called the FSTA).

Hon. A. J. Russell referred to on p. 5 was the State Superintendent, and is known as "The Father of the FEA."

5

Deer Creek Springs, Feb. 24, 1887.

On account of the absence of W. C. Brooks of Philadelphia the lecturer appointed for 9 A.M., that time was placed at the disposal of the State T. A.

The Pres. Prof. John A. Graham, being absent, and no Vice-Pres. elected, the association proceeded at once to elect a Pres. pro tem., and also a Sec'y. pro tem. the regular officer not being present. Prof. Barrow of Jacksonville was chosen Pres., and Prof. F. C. Girardeau, Sec'y.

The Sec'y then read the constitution, after which the Pres. called on Hon. A. J. Russell to set forth the advantages of this association to the teachers, to the profession, and to the cause of education in the State of Florida.

Major Russell urged the teachers to unite in this organization; to sympathize with each other; to encourage each other in this mighty battle against ignorance; that by a combined effort we might remove all opposition and march forward to victory. Prof. Woodward of St. Louis, added a few appropriate remarks, urging the teachers to join. At the close of these addresses solicitations were made for new members. The meeting then adjourned until 4 P.M. the same day.

Afternoon Session.

The association was called to order by the Pres. pro

Pedagogical Section.
Tuesday, March 21, 1893.

The meeting was promptly called to order at 2 P.M. by Supt. Buchholz, the principal of this department, who, after some interesting introductory remarks, presented Dr. White who gave a most instructive lecture on "Why Every Teacher Should Study Psychology". It is regretted that it was not heard by every teacher in Florida.

"The Injurious Effects of Introducing Arithmetic, Geography and Grammar at Too Early an Age," was given by Dr. Yocum this afternoon though on the program for tomorrow. It was an interesting subject, well handled.

Wednesday, March 22, 1893.

A union having been made for this afternoon between this and the prima



LUDWIG W. BUCHHOLZ

1855-1935

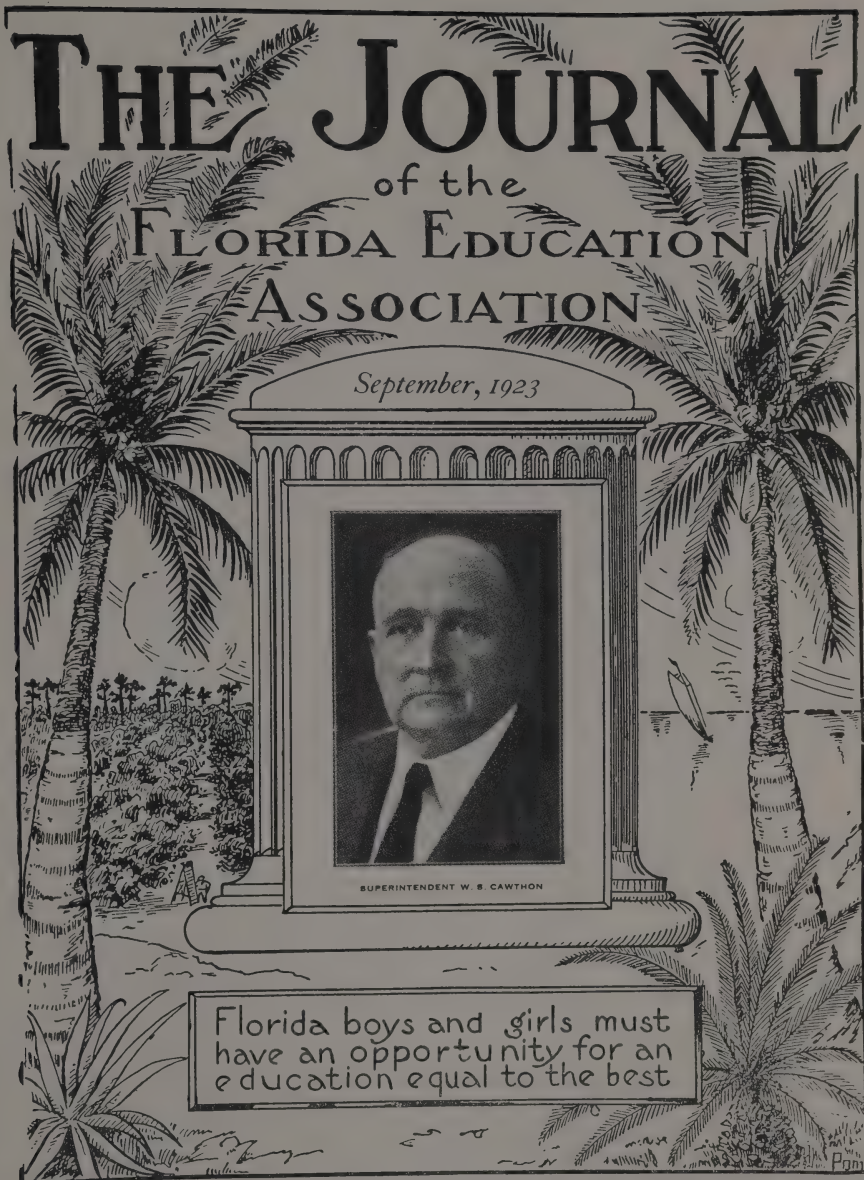
President, 1900

FEA Member for Half Century

The picture on the following page is that of a one-room rural school in Florida at the turn of the century. The first teacher of this school was the daughter of a former president of the FEA.

One of the urchins in this picture was destined also to become a president of the FEA.





Photostat of cover page of the first issue of the *Journal* of the FEA.

CODE OF ETHICS OF THE TEACHING PROFESSION IN FLORIDA

PREAMBLE: The need for a standard of desirable behavior is universal. Everyone in the educational profession, regardless of length of experience or recency of training, will at some time seek guidance in determining his course of action. A code of ethics meets this need by clarifying our professional attitude and serving as a guide for doing the right thing deliberately and intelligently. ¶ AS SOCIETY CONTINUES TO BECOME MORE COMPLEX we are more aware that everything we do affects the public's attitude toward the schools and those who work in the schools. As is true of any other profession, the educational profession has its own particular pattern of behavior and its own requirements and its own restraint of personal freedoms. Therefore, we are free to act and speak only when we are exemplifying the highest behavior in a democratic society. ¶ THIS CODE OF ETHICS must be a living and growing part of the emotional pattern of each teacher. Like a living personality it is continuously undergoing change and improvement. ¶ THE PRIMARY PURPOSE OF EDUCATION is to develop citizens who will safeguard, strengthen, and improve the democracy obtained through a representative government. ¶ THE PRIMARY OBLIGATION OF EDUCATORS is to lead children, youth, and adults in the pursuit of knowledge and skills, to prepare them in the ways of democracy, and to help them become happy, useful, self-supporting citizens. ¶ BELIEVING THESE CONCEPTS TO BE SELF-EVIDENT, I, as a member of the teaching profession, will devote myself to the cause of education and will strive earnestly to be worthy of the trust reposed in me.

Preamble, Code of Ethics adopted in 1954. The first Code was presented by the teachers and adopted by the General Assembly in 1927.

Part 2

F&A

Builds

a

Profession



CHAPTER II

THE F. E. A. AND FINANCIAL SUPPORT OF THE PUBLIC SCHOOLS

By Thos. D. Bailey, Edwin B. Browning, M. W. Carothers, Elizabeth
Heth, Mrs. Eunah Holden, R. J. Longstreet, George W. Marks,
M. L. Stone, Judson B. Walker, and James T. Wilson

COMMON OBJECTIVES IN 1929

A CRISIS IN EDUCATION

PARITY AMENDMENT

EFFORTS TO SECURE DEPENDABLE SOURCES OF REVENUE

SCHOOL CODE COMMITTEE REPORT ENDORSED IN PRINCIPLE

FLORIDA SCHOOL CODE OF 1939

NEED FOR TAX STUDY

PROGRESS IN THE 1930's

TAX INQUIRY COUNCIL AND BROOKINGS INSTITUTION REPORT

INSUFFICIENT REVENUE BECAUSE OF OFFICIAL OPPOSITION

GOAL—A MINIMUM OPPORTUNITY FOR ALL CHILDREN

THE MINIMUM FOUNDATION PROGRAM

ANOTHER DECADE PASSES

IMPLEMENTING THE MINIMUM FOUNDATION PROGRAM

THE "PACKAGE PROGRAM" OF 1957

NEW CHALLENGES IN FLORIDA EDUCATION



2

Financial Support of the Public Schools

THERE HAD BEEN MANY achievements in education in Florida in the years prior to 1927, such as fostering the beginning of the State's institutions of higher learning, backing long-sustained efforts to raise the level of instruction in public schools, participating in curriculum revision, establishing compulsory school attendance; and each of these properly deserves a place of honor in FEA history.

Education in Florida still ranked only 37th among the 48 states in the nation, however, when the FEA executive committee made its decision in 1927 to employ a full-time executive secretary and to establish a headquarters office in the capital city where it could perform its functions most efficiently. The wisdom of such action at this time and its attendant future effect upon the whole interlocking history of the Florida Education Association and public education in Florida becomes apparent as one reviews the critical biennium 1927-29.

Although it had one of the best school systems in the South, Florida's rank in school support was considerably below the average for the United States. At the same time, Florida claimed distinction as a great State. Florida historically, Florida agriculturally, Florida geographically, and Florida climatically ranked very high. The people wanted and insisted upon having as good roads as any other state. Florida, therefore, could not be satisfied with less than the average educationally.

Since 1924 Florida had experienced a "boom-time" prosperity which came almost overnight and disappeared just as suddenly. Valuations, boosted because of an unstable economy, had suddenly

slumped and left badly crippled the basis of county support of the public schools. While many buildings had been constructed during this three-year period, the bond issues had been floated on this unstable valuation basis and debt had mounted. State-aid consisted only of a State ad valorem tax of one mill, plus the interest on the State School Fund.

In 1927, the Legislature created the Public Free School Fund and provided a tax of one cent a gallon on gasoline, a tax of $\frac{1}{4}$ mill on all personal and real property of the State, and the interest on State funds deposited in banks. Only two-thirds of the new State revenue was to be used for the public schools, however. One-half of the schools' portion was to be distributed to the various counties on *average daily attendance* of pupils of school age, and the other half was to be apportioned as an *equalization fund* to establish and insure a minimum educational program. Minimum terms and maximum millage in districts were written into the law as conditions for the counties participating in the equalization portion of the funds.

From then until the present day, such terms as "equalization," "adequate support," "minimum program," "index of ability," and "instruction unit" appear frequently in the story of school support in Florida.

Also, the 1927 Legislature authorized a school survey under a commission of five citizens appointed by the Governor, to be conducted by recognized authorities in the field of education (p. 207). Why the recommendations of this commission were not accepted by the 1929 Legislature is a story which belongs elsewhere in the history of Florida education.

COMMON OBJECTIVES IN 1929

The regular session of the 1929 Legislature adjourned without passing any school legislation, but the Governor issued a call for an extraordinary session to convene the next day. While he had included in his call "the necessity" of suitable school legislation, no bill recommended by the Survey Commission was passed "outside the raising of revenue." Despite the vigorous efforts of many legislators to help the public schools, the session took away that portion of the tax on gasoline set up for the newly created Public Free School Fund in 1927 and substituted therefor two-thirds of a cent per gallon gasoline tax to be distributed *equally among counties*, and added another cent to be distributed on the *aggregate attendance basis*.

The law providing for equal distribution of the two-thirds of one cent gasoline tax was immediately challenged as unconstitutional, and the challenge was upheld by the Supreme Court. Meanwhile,

months had elapsed and many county school boards, already desperate by reason of the long delay, "awoke to find that the decision had left them in much worse condition than they had realized it could."* Also, "the implied opinion of the Court had rendered void on a technicality the law providing for distribution of funds on an aggregate attendance basis." Thus, the schools had lost more ground and, in addition, all state money in the Public Free School Fund had to be distributed on the average daily attendance basis.

In the meantime, State Superintendent Cawthon proposed a plan for financing education in Florida which would require that each county levy a minimum millage to supplement the state equalization money for classroom instruction, leaving the county free to use the remainder of its general fund and all district money for payment of debts, increases in salaries, extension of terms. While this proposed plan did not get away from the evil of unequal assessments of property values, it did require a minimum levy in each county which would erase some of these evils.

In discussing the Teaching Unit plan of distribution (*The Journal*, October, 1929), the state superintendent made three significant statements:

The remedy for the present great inequalities that exist among the children of Florida with respect to their school opportunities lies in a great deal more state-aid than is now provided and in the application of scientific principles to the apportionment of that aid.

Every child is entitled to educational opportunities comparable with those of every other child; that money for the maintenance of schools should be raised where the wealth is and spent where the children live.

Educational opportunities can be equalized and progress encouraged at the same time, if and only if the State provides for the minimum program in such a way that the local taxpaying ability will not be entirely exhausted.

The whole condition presented a challenge. Whereas, FEA had been expected to follow behind and take direction from the Survey Commission and had done so faithfully up to adjournment of the 1929 session, Association leaders then realized that the time had come for the profession (1) to assert itself, (2) to save schools for Florida children, and (3) to begin to restore in the minds of citizens some of the confidence which had been lost. A decision was reached at Pensacola in November, 1929, to support *with the force of a total*

*All quotations in this chapter, unless otherwise noted, are taken from issues of *The Journal* of the Florida Education Association, Sept., 1923 through May, 1958.

Association, two items which made up FEA's legislative program, viz.:

1. An enlarged sum of state-aid, and
2. The instruction unit law as a more equitable and scientific method of distributing state money.

From 1929 common objectives existed as basic goals in the total FEA program. At the same time a committee of sixteen members was authorized to help FEA officials present this program to the 1931 Legislature.

A CRISIS IN EDUCATION

At the November, 1930 convention, resolutions approved the report of the Committee of Sixteen. This report urged a minimum school term of eight months, with state-aid in the amount of \$1,000 per instruction unit, no part of which should be used for paying school debts. It also advocated that the State Constitution be amended to reduce the maximum school millage. This last shocker was designed to relieve local units of heavy taxes and put part of the responsibility on the state taxing agency. To bring about this improvement in the school tax support picture, the Legislature was asked to appropriate \$9½ million—an increase of \$5½ million. An "instruction unit" was recommended as a basis of distribution.

President E. L. Robinson declared, "The majority of the counties of Florida are unable to provide for even a six months term," but an eight months term could be supplied if the Legislature would provide \$9½ million of state-aid. Thus the famous report of the Committee of Sixteen, George M. Lynch, chairman, was approved by FEA and by the county superintendents, as well as by the State Federation of Women's Clubs, Florida Congress of Parents and Teachers, the Florida School Board Members, and the State Branch of the American Association of University Women.

The Committee of Sixteen held a meeting in Pensacola to formulate some proposal for the Legislature as to methods for raising the \$9½ million. New sources of revenue were necessary. The committee had made a state-wide survey of school conditions which showed that the school term varied from one month to nine, that teachers' salaries ranged from \$400 to \$1270. If salaries were to be set at an average of \$800 for elementary teachers and \$1040 for high school teachers, the committee estimated that total cost of operating the schools would be about \$12 million. This was the day when most elementary teachers were only "normal school" graduates, and hence were paid less than the average high school teacher. Of the estimated \$12

million cost, three million could be raised in the counties. This program was presented to the 1931 Legislature.*

Schools were not able to get \$9½ million, but the Legislature did appropriate \$7½ million, with the avowed purpose of assisting "the counties in establishing and maintaining an eight months term and to guarantee a certain amount towards each teacher's salary." Thus it was hoped that at long last the provision of the State Constitution for a "uniform state public school system" would be attained. And, as the FEA president proudly remarked, "The Legislature had seemed to recognize that the teachers of Florida were a great, united, earnest, and unselfish body banded together . . . for the support of Florida's boys and girls."

But Utopia was not so close upon us. In November, 1931, it was announced that some teachers would have to wait until January for their fall pay. Automobile tag money was not available until tags were sold. And *The Journal* in June, 1932, carried the sad news that only \$5½ million had so far been distributed. To make matters worse, there was a "tremendous falling off in county taxes." There would be less money for schools in 1931-32 than there was in 1930-31. Some counties had reduced local levies, counting on the increased state-aid of \$600 per instruction unit. State-aid that year amounted to \$479 per instruction unit, or a total of \$5.6 million. An FEA Committee called upon the Governor for help. He replied that the earmarked sources simply had not produced as much as expected and he had no funds with which to make up the deficit.

At the March, 1932, meeting of FEA, President E. L. Robinson reported on a proposal to organize what was named the Continuing Educational Council (See p. 195). The experience of the Committee of Sixteen had shown how much more could be accomplished if the assistance of strong state-wide lay groups was solicited and secured. This Council was to be a lay organization itself, with representatives from many large organizations in the State, and such it quickly became. The first meeting was held in Jacksonville, November 14, 1932, to start its work of studying and submitting for approval from time to time "items of procedure, both educational and legislative."

Its immediate tasks were: (1) to counter the increasing cries of "waste," "inefficiency," "fads and frills" with which enemies of the schools now filled the air, and (2) to preserve solid sources of revenue

*The program as it passed the Legislature provided that "the total number of instruction units of a county shall be computed by using the elementary unit as a base, giving each junior high school instruction unit a value of 1.22, each senior high school unit a value of 1.43, and counting one instruction unit for each \$1,500 or fractional part of that sum spent for transportation of pupils."

for adequate state-aid. This last effort was labeled by the hostile portions of the press as "the parrot-like plea of educators as a class for more money." The Council appointed a Committee on School Needs, and again called on Captain Lynch to act as chairman. This committee had the duty of preparing a careful statement of school needs and costs and of having a conference with the Governor-elect after the fall election. At the appointed meeting, he seemed willing to cooperate and asked that a complete report be made available to him when he assumed office the next month.

This report of the Committee on School Needs went as far as possible to placate (or even "appease") the wrathful "criticasters." It recommended such reductions in school services as (a) no individual instruction in music, (b) alternate courses in small high schools, (c) no advanced courses in shop, (d) reduction of coaches' salaries and in athletic expenses, (e) abolition of small classes, (f) no more high schools to be established unless the State Board first approved, (g) no more junior high schools to be created if another principalship was involved, (h) lower salaries in administration, (i) all principals to be teachers also, if possible, (j) a general reduction of 15% in all expenditures other than those of instruction. But, after casting this sop to Cerberus, the committee dared to urge that not less than \$7½ million in state-aid would be needed to operate schools in 1932-33.

As the 1933 Legislature began its deliberations, the barrage of criticism, however, increased, led by a veritable drum-fire of critical releases from Tallahassee. To one of these the State Association of School Board Members replied in part as follows:

We deeply deplore the action of the Governor who made certain statements which reflected upon the good faith and proper administration of school board members . . . There is nothing strange or hidden in the fact that many schools are closing at this time . . . The Governor has said things which are not supported by the facts.

The schools were being closed early in the spring of 1933 because (1) state-aid for schools was insufficient, (2) county assessed valuations had been lowered, (3) people in many instances had failed to pay taxes. But the Governor charged that the closing was done to threaten him and the Legislature.

The year 1933 promised to be a dismal one for Florida—as well as for the nation. All banks were closed on that famous March 4. What was going to happen to the schools and to the FEA? Plans for the spring FEA meeting were hastily rearranged, and teachers gathered in Tampa in a sort of rump session. The number of delegates who found enough money to come may be estimated from the total vote cast in

the elections—266. The new president was from Daytona Beach, which was also the home town of the new Governor. It might seem that this fraternal association presaged an equable understanding between the two offices, but it was not so destined to be. The new Governor expected the new FEA president to “go along with him” as was made clear at the first post-election meeting of the two. He was plainly determined to “deflate the schools” and “crush the octopus”; he was armed with a vast amount of misinformation about school costs and school administration in general.

Upon his April election, FEA president had stated, “The public must face the fact that \$500 teaching positions will before long be filled by \$500 teachers.” He urged that if there was not enough money to pay a decent wage for the full term, it should be the term and not the monthly wage which should be cut. This was considered treason by some editors and Tallahassee politicians.

As the Legislature gathered and the issues were joined, it became necessary for FEA to enter the lists against the Governor and his group. Space does not permit a sampling of the inspired editorial blasts and slanted news releases planned to discredit FEA and its president—on one side the Governor and his minions, on the other the schools and their friends.

The battle centered on two main issues: (1) the matter of \$7½ million of state-aid (2) the project to center school administrative controls in the hands of the Governor. The 1931 appropriation of \$7½ million was still on the books. But everything depended upon the appropriation bill, which for the biennium then ending had produced less than six millions. Both House and Senate passed the \$7½ million state-aid bill but could not agree on how to raise the money. The Governor announced that the only new tax he would approve would be the one on beer (which might raise half a million). The Speaker of the House made his famous “parity amendment” speech—which would provide that any deficit in the school appropriation should result in each department of the state government sharing the deficits alike with the schools. The Continuing Educational Council had supported such an idea, stating that “the needs of schools should and do constitute a lien upon the general revenue of the State and that as long as there is revenue to do many other things which the State does . . . there should be revenue to apply on the State’s appropriation to assist the counties in giving an eight months term.” Thus any deficit in the \$7½ million should be shared on a basis “of equal dignity and right with any other State appropriation.”

The Governor, riding high on the emergencies attendant upon the national and state crises of the spring of 1933, warned that he

would veto any school appropriation in excess of \$5½ million. He appeared before the Legislature on May 31 to make another attack upon school people, saying "There has been enough money to pay teachers and to carry on all ordinary operations of the schools if ordinary business judgment and efficiency were applied to it." He said there was NO money for schools beyond a possible \$5½ million of state-aid.

Finally, the schools were able to get these sources earmarked for state-aid, i.e., proceeds of the one mill tax and interest on state funds (maximum \$400,000), automobile license tag money (perhaps \$4,000,000), and that execrable beer tax (maybe \$500,000)—some two and one half millions short of needs. However, this Legislature abolished five positions of the state superintendent's staff and refused to make good the one and a half million dollars promised the counties for 1931-32.

The second issue of the battle between the Governor and his friends and the schools and their friends centered on what was known as the "administration's school control bill." Without reporting details, this bill aimed at the abolishment of county and district school control and administration and the centralizing of much power in the hands of the State Board of Education (and the Governor). One item in particular in this bill was designed to discipline the FEA president through a threatened abolition of the high school in his school district (the Seabreeze District of Volusia County). This was to be done by taking away any state school funds for the operation of that high school. There was an early morning gathering of school leaders in Tallahassee the day this school control bill was to be voted on, and they were successful in eliminating some objectionable features. But the clause aimed at Seabreeze *High School* was not removed.

Later local trustees made a special trip to try to get the Governor to relent in his nefarious purpose, but they were told emphatically, "Get rid of that principal and you can have your high school." The principal was *not* fired. Then the Governor sent a special auditing pair down to DeLand, the county seat, to search diligently. They came up with charges of misfeasance and malfeasance against the Volusia County Board, in which charges the FEA president was entangled. So the Governor summoned the board members to Tallahassee, found that his auditors had mismanaged things, and still the principal was *not* fired. The end result of all this was that school board and trustees operated the high school on local funds, without any state-aid, until the Governor got tired of that fight, and order was restored.

All in all, 1933 was a very unhappy year. The Legislature adjourned, but the cries of "waste," "mismanagement," "fads and frills,"

and "non-essentials" continued in a shrill chorus with the leader in Tallahassee. FEA continued a brave show of publicity. Releases showed that the money for school operation had been reduced almost \$3 million for the year 1932-33.

As time for the fall FEA convention approached, the organization decided upon a bold stroke. The Governor of Indiana, Paul V. McNutt, who was a past national commander of the American Legion, was invited to come to Florida to tell school folks and their lay friends how Indiana had managed to do what the Florida Governor said was impossible.

The year 1932-33 had closed with greatly shortened school terms, teachers were unpaid, back salaries were due, and state-aid was reduced to \$408 per instruction unit. And now Florida schools faced a new danger. If Florida voters should amend the State Constitution so that the homestead exemption amendment should enter the financial picture, an estimated 50% of the value of county tax rolls would disappear. In that event, even \$7½ million of state-aid would be utterly inadequate. Subsequently, there was a very significant meeting in Palatka, where FEA officers met with Claude Jones, chairman, and members of his American Legion Education Committee. Assurance had already been given that the Legion would aid in our struggle for adequate support of schools. At this meeting it was decided that the Education Committee of the Legion would undertake "effective and impartial dissemination of accurate and reliable information relative to the public schools" to the people of Florida, but since there was no money available to finance the activities, the cost of printing and mailing would be paid by FEA. Tens of thousands of copies of this material went out over the State and proved one of the most successful counterstrokes in the "great battle" of 1933-35.

When the annual meeting convened in Tampa (December, 1933), the Association turned to a layman for leadership—Henry Filer, chairman of the Dade County School Board. Cried the new president:

The time has come when friends of the public schools of Florida must organize . . . in favor of free public schools. The policy of saving tax money at the expense of childhood's needs while spending freely for other less important items has been kept up too long.

Henry Filer joined forces with B. A. Lawrence of Pinellas County School Board in creating the Florida League for Better Schools. The story of this two-year enterprise needs separate telling. The League soon became the spearhead of FEA in its counterattack against prejudiced editors and politicians.

On February 17, 1934, a group of lay and professional leaders met

with the Governor in an attempt to prepare a legislative program which candidates in the spring primaries would be invited to support. The school people proposed that 1½ cents gas tax be taken from the County Bond Fund and the State Road Department, but the Governor would have none of that. One month later, a great statewide meeting of Leaguers and school people was held in Ocala. The reverberations from this evidence of solidarity were clearly audible to the politicians in Tallahassee. The League was already organized in half the counties of the State.

At this time, the Legion's Education Committee came out with its bulletin, "Certainty or Uncertainty." Facts and figures had been carefully compiled. The first printing was 25,000 copies and they were distributed wherever a Legion Post was located. Politicians did not mind attacking FEA, but attacking the Legion was another matter entirely.

Despite all efforts, it was apparent by the end of 1933-34 that state-aid would again not exceed \$5 million. And the cry of the critics continued throughout the land to the effect that the schools took too much of the tax dollar. FEA published a broadside which showed that of the 48 states the schools of Florida took the smallest bite, i.e., 22.6% of the state tax dollar. In the meantime, as the primaries approached, every candidate was asked to sign a letter of agreement with FEA's financial plan for raising \$7½ million, or to produce a better plan. This included a promise that if the homestead amendment were adopted, the Legislature would set up immediately revenue to replace what the amendment would cost the school fund. There were now 45 counties in which Leagues had been organized, and President Filer said:

Many persons and newspapers that opposed us in the beginning have since been converted to our cause, or at least have come to the place where they give us credit for being sincere and fair. In fact, the opposition has become so quiet that it worries me!

It was gratifying to the friends of schools that President Filer was invited to relate to the NEA at its July meeting in Washington, D. C., how Florida had organized to defeat the anti-public school block.

The year 1933-34 was summarized by the editor:

Seventeen cents a day!

Less than the price of a postage stamp plus a package of cigarettes.

That is all that Glorious Florida . . . permitted during 1933-34 to keep its schools running . . . This important business of schooling their children is the only department of government that has been subjected to such privation standards.

FEA met in Jacksonville, December, 1934, and decided to go along

with the Governor in proposing one cent of the gas tax for the State School Fund, but went further to urge that if the Legislature did not find sources of revenue to replace the money lost by the homestead amendment, then it should enact a general sales tax to raise the missing three million dollars.

As the biennial meeting of the Legislature approached in April, 1935, conditions were not propitious. In March three counties had closed all schools and fifteen more planned such action before the end of the month. This served to impress upon legislators that an appropriation of \$10,500,000 really was needed. After legislators were at work, the Governor retracted his promise to approve a cent of gasoline tax money from the general revenue fund.

In the meantime, the Legion came out with another broadside calling this time for "parity," which had been proposed to the Governor as early as 1931 (see p. 95), and declaring "No armistice until this is accomplished." Under conditions as they then were, when the general revenue began to run low, the Governor could continue to pay the convict guard his \$125 per month, while the public school teacher had to be satisfied with a 10% or larger cut on his \$110. This matter of "parity" consumed much legislative time, but was finally written into the school appropriation bill thus: "This appropriation shall be on a parity of equal dignity with all other appropriations made by the Legislature." (The law excepted a considerable list of agencies and institutions, one of which was the payroll in the Governor's office. See later the fate of this law (p. 96).

The full story of the 1935 session cannot be told here. But the curious may find an outline of that historic struggle in the May-June, 1935, issue of *The Journal* (as told anonymously by our secretary), under the title "School Legislation After the Clock Stopped."

EFFORTS TO SECURE DEPENDABLE SOURCES OF REVENUE

During the five year period 1936-40, the financial problems of the State were acute. This fact caused serious concern, not only to members of the teaching profession but to the citizens of the State generally. The Continuing Educational Council had gathered its strength and had become a sustaining force by 1936 when FEA redoubled its efforts to stabilize operation of schools by seeking adequate and dependable state-aid revenue.

Florida schools were given a decided impetus by action of the State Board of Managers of the Florida Congress of Parents and Teachers in session at DeLand in October, 1935. It urged the citizens

of the State to buy their license tags early; to pay their poll taxes in November; to keep themselves informed by frequent consultation with county school authorities; to oppose the solicitation of special contributions for the operation of schools; to oppose asking teachers to continue services without pay; and further it stated:

When funds are exhausted as budgeted under the \$800 per instruction unit law, we will submit to closing the schools unless money is provided by State officials who have sworn to uphold the Constitution.

This action did much to counteract the attitude which had been developing that the schools could muddle through in some fashion and that teachers could wait for their money if necessary.

In the summer of 1937, an injunction had been obtained against one county ordering the school board to set aside millage for the satisfaction of an old debt. This rendered the board unable to budget a full school term. FEA officials took the position not only that this violated the rights of the children in that county but that if it could happen in that county, it could happen in other counties as well. By agreement with the officials from the county, FEA employed an attorney to go into court. He was able to obtain a decree which dissolved this injunction and stood as a precedent against others of like nature.

FEA Board of Directors, in the spring of 1937, had recommended that legislative efforts be centered upon the following two items: (1) guarantee of the \$800 per instruction unit state-aid appropriation by providing dependable revenue that would be available promptly when payments fall due, and (2) active support of the legislative program recommended by the School Code Committee. *The Journal* in April reaffirmed the need of the full \$800 per instruction unit in eight monthly installments as stated in the law to aid in giving the counties eight months terms. It went further by naming the sources and said:

In order that this appropriation may be supported by more dependable and available revenue, we reaffirm our stand of a year ago, to wit: (a) to retain revenue from auto license tag tax without reduction, (b) to retain the so-called chain-store tax and one-half of one per cent gross receipts tax, (c) to request that the cent of gasoline tax usually referred to as the seventh cent be re-enacted and earmarked for schools, (d) to ask that whatever balance may be necessary over and above special revenues to make up the \$800 per instruction unit be provided in the State's general appropriation bill.

The November, 1937, issue of *The Journal* summarized the critical situation in an editorial headed "Is Half of the Structure About to Collapse?"

It would seem that the step upon which FEA embarked some seven years ago to set up adequate and dependable state-aid to supplement the county system has been accomplished. In the meantime, however, it would appear that that part of the structure long standing on the county system as a foundation stone has rapidly been approaching a state of collapse. The difficulties overtaking local school funds are varied and numerous.

In addition to homestead exemption, other conditions have combined to greatly reduce county and district tax valuations from year to year. Because all counties and most districts have for years been levying the constitutional maximum ten mills for their respective funds, they had been unable to overcome the accumulated annual losses resulting from reduced valuation. In a few instances this condition has been aggravated by short-sighted patrons voting to set the district millage at some figure lower than ten.

Since 1929 it has been possible to pay delinquent taxes at reduced rates by compromising the amounts or by paying through bond agencies which acquire bonds and interest coupons at bargain prices—either plan cutting down the actual cash return for school purposes. Now comes the new “Murphy Law” upheld by an announced decision of the Supreme Court, granting delinquent taxpayers a new and better bargain rate of settlement . . .

These statutes granting tax adjustments are admittedly for the purpose of hastening the breakdown of the present ad valorem system which, it is believed, places a disproportionate burden on real estate . . .

But the foregoing were not all of the troubles that were striking at local funds for schools. The editor also pointed up the following problems:

(1) Attacks by different railroad companies on school levies and school board budgets in many counties and the railroads’ refusal to pay a portion of their taxes. (Reports would indicate large sums of delinquent taxes due many county school systems.)

(2) The wiping out of poll taxes as a requisite for voting by the last Legislature. (Depletions to county school budgets, by reason of this, range all the way from \$500 to \$50,000. The first sum is just as serious a loss to the small county as the latter is to the largest county.)

(3) Long-standing debts in the form of time warrants which heretofore many school boards have been unable to pay and which the new budget law offers an opportunity of refunding. (Some creditors, however, ignoring the refunding plan, and on the announced pretext that counties were getting plenty of money from the State, had brought action in the courts to have a portion of the general fund millage set aside for debts, leaving counties unable to meet operating expenses.)

(4) Demands for increased buildings and school equipment which are impossible for many local school communities to meet. (Low valuations and large amounts of outstanding delinquent taxes had rendered them unable to vote bonds to provide the additional buildings and equipment which are imperative if the schools are to keep pace with community growth.)

In April, 1938, FEA again insisted on adequate provision for school support and called for "re-establishment of or replacement for depleted county and school district funds to guarantee operation of full school terms and to make necessary supplements to state-aid." As a first step to bring this about, legislators were asked to discontinue tax adjustment policies and "bargain" taxpaying plans; next, to remedy the imperfections that exist in the operations of assessing and collecting taxes, or offset losses resulting therefrom by replacements from other sources.

In the May, 1938, issue of *The Journal*, the president of FEA commented thus: "the financial plight of the counties and districts as mentioned in the report of the Continuing Educational Council is so acute that we should seek aid of legislators in making it possible for districts and counties to bear their proper share of the total school expense of the State."

Problems Relating to Revenue

Schools had been faced since the early days of state-aid with the problem of sufficient revenue to meet appropriations set up by the Legislature. New sources of revenue had to be found and every new source had formidable opposition. Many stories could be told of "behind-the-scenes" work necessary to bring sufficient support for new revenue. Frequently tempers were at white heat in committee meetings where these problems had to be discussed. Only the resourcefulness of its leadership and the dogged determination of the school group and its lay friends brought recognition of the school needs.

But there was another revenue problem which confronted schools with the coming of each session of the Legislature. Once a new source of revenue was fully established, became "liquid" and produced money in large amounts—as for instance, each added cent of gasoline tax—it was taken away from schools and given to other agencies of government. In each instance, schools were placed in the position of having to fight for other new sources to replace revenues taken away, as well as to seek more funds for Florida's growing school population and the increased demands of parents for the education of their children.

Still a third problem rested in the failure of new sources of revenue

to produce the estimated amounts, or the validity of certain sources which were set up to support the school program. This brought acute problems because schools had to wait for the "next" session of the Legislature to provide money to replace sources declared unconstitutional.

An example of this situation was the so-called chain-store tax. During its five years of operation a Circuit Judge declared the whole law unconstitutional, and many chain-store corporations applied for restraining orders or injunctions to prevent collecting this tax. The case was then taken to the State Supreme Court, which handed down a decision sustaining the occupational license feature of the law, also the one-half of one per cent tax on gross receipts on all stores alike, but declared unconstitutional the sliding scale above one-half of one per cent on gross receipts of chain stores.

The attorney general appealed to the U. S. Supreme Court to bring all of these cases to a final issue, but that tribunal would not take jurisdiction in the case. He then went before a three-judge Federal Court and asked that its decision of the previous year be modified to conform with the interpretation of the law made by Florida Supreme Court. This the Federal Court agreed to do, and the comptroller announced that he would proceed to collect the tax. In addition to the time consumed in testing its legality the law became increasingly weak because of the many attacks and was finally repealed. It was an unsatisfactory source of revenue.

Meanwhile, school support was unstable, teachers felt insecure, and children had to wait.

PARITY AMENDMENT

The idea of parity had its beginning about the close of the school year of 1931-32 when a committee of FEA officials, county superintendents, and school board members went before the Governor and his cabinet and sought unsuccessfully to have them pay the State's appropriation to schools on the same basis that other appropriations are paid.

FEA's legislative program made it a prominent issue in the 1933 session of the Legislature. The Association again presented it to the 1935 session and succeeded in having it written into law. It was expected that "parity" would be challenged.

On September 1, the state comptroller, claiming uncertainty as to how to proceed under the parity clause of the new school Appropriations Act, withheld the salaries of the employees for all state departments and institutions affected by that clause. Proceedings

were brought in the State Supreme Court by a teacher in the Florida State College for Women, asking that the comptroller be required to pay his salary in full.

FEA President Filer invited representatives of teachers' organizations and representatives of the various organizations participating in the Continuing Educational Council to assess the situation and to determine action with reference to this suit. In November this parity clause was defended in the Supreme Court by FEA and other groups in the Council. Attorneys for the complainants were joined by attorneys for the Railroad Commission and other state employees and by the office of the Attorney General.

When the Supreme Court declared the parity clause of the Act unconstitutional, it held that the maintenance of schools is a binding responsibility of counties and districts but not of the State as a whole. A constitutional amendment to remedy the situation was approved in the Legislature of 1937 and was adopted by the overwhelming vote of 110,104 to 15,108 in November, 1938. This vote ranked next to that cast for the homestead exemption amendment and exceeded by some 10,000 the votes received by either of two other amendments considered at that election. Only two counties failed to record a majority vote for this parity amendment.

This stupendous job was the direct result of the work of a Steering Committee appointed by the Council with Mrs. C. F. Parvin, president, Florida Congress of Parents and Teachers, as its director. It had laid careful plans for the campaign, and committee members had traveled many miles in its program of information.

SCHOOL CODE COMMITTEE REPORT ENDORSED IN PRINCIPLE

The School Code Committee, appointed by the Governor in 1936 (see p. 207), held a session in August, and voted to undertake the formulation of a rather extended revision of the school organization and administrative machinery in the State, its labors to be submitted thereafter for the consideration of the State Board of Education and the Legislature. It decided that it would not advocate a complete reorganization at any given time but would present from time to time steps which it considered most important to be taken. Special subcommittees were named to facilitate the work of the committee, J. Colin English was appointed director, and activities of these committees were under his guidance.

The report included, among other topics, chapters on constitutional provisions, the state school system with recommended changes in the State Board of Education, county school system with similar changes

proposed, improvement of personnel, certification, salary schedules, tenure and retirement, child welfare with respect to census, attendance, health, and transportation, courses of study and instructional aids, the school plant and all phases of its administration, finance and budgeting, institutions of higher learning, and miscellaneous educational services, including vocational education, civilian rehabilitation, crippled children, agriculture, home economics, industrial schools, safety, adult and nursery schools.

The committee made a number of preliminary recommendations early in 1937. In April, 1937, FEA endorsed "in principle the summary of recommendations of this School Code Committee" and expressed appreciation of its "efforts to codify, clarify, and improve the school laws of the State of Florida." Its recommendations included naming a School Code Commission.

THE SCHOOL CODE OF 1939

The 1937 Legislature passed a joint resolution appointing the state superintendent of public instruction as code commissioner to direct preparation of a new School Code for submission to the 1939 Legislature. The law provided for a School Code Commission consisting of two senators and three House members.

FEA regarded the preparation of the School Code as an unusual opportunity to consider the needs of the whole school system in one legislative act, and cooperated fully with the State Department of Education in the conferences which were held throughout the State in connection with preparation of the proposed Code. Passage of the School Code in 1939 marked a great step forward in the development of an efficient school system.

NEED FOR TAX STUDY

As the school forces of the State found it necessary to campaign for first one source of revenue and then another, the Board of Directors realized that the needs of the schools fitted into a larger problem of financing of all phases of the State's program. Therefore, it constantly supported the idea that a study of the overall tax situation in the State was urgently needed.

During 1938, state realtors asked state-wide groups to name committees to participate in a discussion of tax problems and revenue needs. The Florida Education Association and the Continuing Educational Council were represented in these conferences and were asked to submit information on the amount of revenue needed for the schools.

In June, *The Journal* published an article by John M. Coe of Pensacola under the heading "Has Ad Valorem Tax Been Deliberately Brought into Disrepute?" The article reviewed all of the "nefarious schemes" which had been attempted by trying to attach legislation "to the tail of the school kite." He urged school forces to "remain free from entangling political alliances, and while lending moral support and voting strength to progressive and worthy causes, withhold them with an equally firm resolve from the agencies of government" who advance themselves at the expense of the State and of their fellows.

In April, 1939, the Continuing Educational Council included among its recommendations "a tax inquiry committee to make a business-like scientific examination of tax abilities and revenue needs."

Prior to the 1939 session of the Legislature, the Speaker of the House appointed a committee to make a special study of financial needs of schools, counties, cities, social welfare, state institutions, and general affairs of the State. The members of the subcommittee on schools made a detailed study of the various sources of school income and its expenditure. The subcommittee reported:

From this study we find that whereas there has been for the past several years an increase for schools this has been more than offset by decrease in local revenue. This downward trend of revenue from the counties and school districts was accelerated in 1937 by reason of the "Murphy Act," abolition of the poll tax as a prerequisite to voting, and the passage of the Homestead Exemption Act . . . and an emergency in our schools exists . . .

To meet this school emergency it will be necessary to enact legislation which will restore this loss of local revenue for the next two years

Your subcommittee begs to make the following recommendation: (1) that \$800 appropriation be continued from earmarked sources, (2) that the Legislature appropriate a \$150 per instruction unit to exist only for the succeeding two years to the County School Fund, (3) that a State Tax Commission be created with general supervisory powers over Tax Assessors of each county to insure uniformity in assessment throughout the State, (4) that collection laws be made more firm.

During the 1939 session, the House passed a concurrent resolution providing for a tax commission, but it failed in the Senate.

This 1939 report on tax needs compiled by legislators themselves brought a clear-cut statement of school needs and some recommendations to the Legislature on how to meet these needs. Estimated income on the basis of the earmarked revenues for schools, together with the benefit to be derived from the parity amendment, gave reasonable expectation that the \$800 of state-aid might be realized in 1939-40. However, in those counties where local revenues continued to decline,

it would be next to impossible for county boards to meet the other necessary items of operating expense for a full term.

On two different occasions very determined but unsuccessful efforts were made in the House to propose Constitutional Amendment to abolish all ad valorem taxes. However, both houses did approve proposal for a Constitutional Amendment to be voted on by the people in 1940 to abolish the *State* ad valorem tax.

The Journal announced in October of that year that FEA had presented to the lay committee of the Continuing Educational Council a plan for proceeding with a tax inquiry which the Council, without avail, had recommended to the 1937 Legislature.

PROGRESS IN THE 1930's—A SUMMARY

This summary of accomplishments covers the decade 1930 to 1940, which was filled with the tireless efforts of many people, both school teachers and their lay friends, to establish policies and to promote legislation which would provide for Florida schools a foundation on which might be built a great educational superstructure—one that could some day become equal to the best in the nation. In a brief history of FEA published in *The Journal* for January, 1948, Editor Rickards said:

FEA obtained in 1931 enactment not only of the Instruction Unit law, but also of an annual appropriation of \$7,500,000, the first large state-aid fund "to help each county give a full eight months term of school." But this big amount of state-aid for schools invited opposition. The concept of education's true values so effectively defended by the lay public today, had not yet been accepted by all large taxpaying groups.

Consequently, 1933-35 were dark days. "Enemies of schools" were words often heard from the platform and seen in print. The FEA Legislative Committee, working valiantly in the 1933 session, prevented passage of two bills. One would have destroyed local control and placed schools under the domination of the Governor, the other would have cut the annual appropriation from seven and one-half to five million dollars. In retaliation for such a show of strength on the part of the school group, state revenue was held to the five million limit. Teachers salaries dropped to a low ebb.

To replace the \$7,500,000 lump-sum appropriation and to cover loss of local revenue from Homestead Exemption, the Association with the help of the Continuing Council in 1935 obtained enactment of its bill for "an annual and continuing appropriation of \$800 per instruction unit," the total amount of the appropriation to be automatically increased each year as the growing school population would determine the number of units.

The loss in local revenue from Homestead Exemption was approximately \$3,000,000. The problem was simple—with this loss in

county revenue, funds must be provided by the State for \$10,500,000 for a full school term of eight months. In addressing lawmakers at the beginning of the 1935 session, the Governor reversed his stand and advocated the minimum need (\$10,500,000) which he said the State should provide to help the counties. He admonished legislators that the time had come when they should put schools "once and for all time on a sound financial basis."

By 1935-36, state-aid for schools had won general approval, the present plan of \$800 per instruction unit (elementary unit) was fully established, and the State had paid the full \$10,500,000. But during the next few years, because of Homestead Exemption abuses and so-called "bargain" taxpaying plans, local taxes "fell out from under" the total plan of county and state-support, and leaders in the Association began to realize that a way must be found to re-establish local revenues.

Probably the greatest single influence contributing to progress in the 1930's was bringing together for the purpose of study and discussion representatives of large lay organizations. In discussing the partnership which developed between the Continuing Educational Council and FEA, Mrs. Malcolm McClellan, president of the Florida Congress of Parents and Teachers in 1940, said: "Studying together, working together, and achieving together, the lay friends of the schools and the educators have passed many important milestones on the road to progress."

The forward march of this partnership, the Florida Education Association and the Continuing Educational Council, in this decade produced in addition to the \$800 per instruction unit of state-aid, the "parity" amendment to the Constitution for the protection of both schools and colleges, the Course of Study and Textbook Act of 1937, the Budget Law for safeguarding expenditure of funds, the new School Code, and the Teachers Retirement System. It had firmly established in the educational policy of the State the principle of equal opportunity to all. Accepted, also, was the principle that the wealth of the State must educate its children.

Too, it brought the recommendation for a tax study and the subsequent organization of the Tax Inquiry Council in July, 1940, for the purpose of conducting such a tax study.

This decade—1930 to 1940—stands out in the progress of public education in Florida and in the improvement of school opportunities for its youth. Also, these years may be considered years of greatest hardship, mainly because it was necessary to break down many barriers and to gain the confidence of legislators, state officials, and the general public. Without its achievements, history has shown that

progress would have been much slower. Sandwiched between a terrific depression and a world conflict, the accomplishments of FEA in this period loom large in the success which came in the years following World War II.

THE TAX INQUIRY COUNCIL AND BROOKINGS INSTITUTION REPORT

The Tax Inquiry Council was a unique experience for the Association. It is necessary to understand its importance in this steady march to provide good schools for Florida's children.

Also, the organization of the Tax Council was another illustration of the combined influence of lay representatives and school leaders working together in the Continuing Educational Council. From the early 30's on there had been a downward trend in returns from county and district taxes. The opinion prevailed that the county tax machinery was breaking down and there was general pessimism about anything that could be done. While this was very damaging to general county government, it was even more tragic in its effect on school budgets.

As conditions became more acute, the Continuing Educational Council recommended to county school boards of Florida that they maintain salary schedules of the previous year allowing the usual increments for professional training and experience, run elementary schools as long as high schools, and *budget on an expectation of the full amount of state-aid appropriation* as provided by law. It issued this pronouncement:

While adhering to the long-standing declaration of the Continuing Educational Council that nothing less than 180 days of school should be regarded as an acceptable standard, we nonetheless further recommend to School Boards that they CLOSE SCHOOLS when the money runs out.

In that same year (1939), also, FEA had joined with the Continuing Educational Council in asking the Legislature to create a tax inquiry committee to make a businesslike, scientific examination of tax abilities and revenue needs. When this plan failed, the Council invited "all interested citizens, organizations, and legislators to unite in securing an impartial, scientific inquiry for the improvement of the Florida tax structure." The Council enlisted the attention of leaders in business, industry, and agriculture, and issued invitations for a meeting in Tampa on July 24, 1940. It was here that the Tax Inquiry Council was organized to consider ways and means of promoting a scientific analysis and study of taxing procedure in Florida

which could be used as a basis for improving and strengthening the tax system and financial structure of the State.

The Governor-nominee was present, expressed gratification that such a project was being undertaken, and went on to say:

I would like to see representatives from every legitimate business, industry, lay and civic group around a common table to discuss problems. They will find, I am sure, that by this procedure they can best protect their own interests and best provide for the adequate support of all phases of government.

With the help of lay leaders in the Continuing Educational Council, representatives of these groups were persuaded to attend an initial, two-day conference to which FEA's meager funds had brought a nationally-known tax expert to tell of tax revision in other states. The Tax Council sponsored and immediately set in motion plans to finance a report on Florida's fiscal situation. After several trips to Washington, D. C., by Secretary Rickards for interviews with its director and staff, Brookings Institution accepted the responsibility of carrying on the study.

There were several important considerations involved. In the first place, time was short for work required in the study because the committee was asking that a report be completed and recommendations prepared for the 1941 session of the Legislature which would convene during the first days of April. Another consideration was whether sufficient money could be raised to pay for such a study.

Hundreds of businesses, large and small, industries, citrus interests, civic groups, the Florida School Board Association, and FEA contributed to the project which reached a total cost of many thousands of dollars. In addition to contributing some \$3,000, FEA office carried on all the clerical work, and its executive secretary maintained the many necessary contacts with all cooperating groups throughout the State. The report was completed and published under the title of "Florida's Fiscal Situation."

The Governor in his inaugural address (January, 1941) had this to say about the Tax Inquiry Council:

Since last September there has been underway, at the expense of many business, agricultural, labor, professional, and school groups of the State, a tax inquiry which is being conducted by the Brookings Institution of Washington, the most authoritative agency in this field. The report of this tax inquiry is being eagerly awaited, and I sincerely hope that it will be followed by recommendations from taxpaying groups throughout the State of comprehensive adjustments in our tax structure.

School leaders and members of the Continuing Educational Council

voted unanimously to endorse and actively support the program. When actually translated into proposed legislation, this tax program resulted in five bills and one Constitutional Amendment designed to "re-establish" local tax revenue and to strengthen Florida's collection laws, viz:

1. Uniform assessment of real estate to reach full value in 1942; strict and equitable collection.
2. Definition to avoid abuses under Homestead Exemption Amendment.
3. Tangible property tax.
4. Redefinition of intangible property which provides for a more uniform assessment and collection with 25% of returns going to counties.
5. Interim State Tax Commissioner for next two years, and Constitutional Amendment (providing for State Tax Commissioner).

The Governor expressed belief that if these bills based on the Brookings study were enacted as proposed, they would begin re-establishment of local funds and would increase local school revenue for the year 1941-42 and each year thereafter. He merits commendation for his sponsorship of measures which did "re-establish" to some degree, local tax revenues. Only the State Tax Commissioner bill was defeated.

The Tax Inquiry Council, beyond any question of doubt, made Florida taxpayers conscious of the weaknesses in Florida's taxation structure and contributed a lasting benefit to all tax-maintained agencies, because under its program tax income for general county purposes had been proportionately increased and the whole tax system of the State greatly strengthened.

The public schools of Florida are on a sound financial basis today because in 1939, at the time when it had become necessary to recommend that school boards close schools when funds were depleted, school and lay leaders came to the Governor and to the Legislature with a scientific, professional, unbiased recommendation for remedial measures that were approved by the largest taxpayers in our State.

At the request of the Governor, the Tax Council continued to function throughout the 1943 session of the Legislature. Subcommittees, having studied the problems, made the following recommendations: (1) survey all possible improvements in tax laws, looking toward more uniform assessments and collections, (2) study expenditures of state and county funds with a view to proposing economies that may

be possible of adoption, (3) advise as to sufficiency of present revenues and consideration of increases, if necessary, and (4) recommend a proposed Constitutional Amendment on Intangible Tax.

The state superintendent reported that "by 1944 this tax revision had increased school operating funds in the counties more than 88 per cent or approximately six million dollars annually."

INSUFFICIENT REVENUE BECAUSE OF OFFICIAL OPPOSITION

Paralleling the work of the Tax Inquiry Council and its attendant legislative program designed to "re-establish" local revenue, FEA included a request in 1941 for an emergency appropriation to run for two years only, or until such time as "legislation growing out of recommendations of the Brookings Institution Report can be made to produce a larger income from local school funds." This was in addition to the continuation of dependable, available funds for \$800 per unit.

The past several years had demonstrated definitely that in spite of Florida's splendid program of state-aid, a full school term and proper upkeep of school plants could not be maintained because of steadily decreasing local revenues.

The Governor refused to recognize that an emergency did exist, and insisted that any increase in teachers' salaries should come through local revenue rather than an emergency appropriation. In addressing the Legislature, he quoted the Brookings Report that although:

State-aid to schools in Florida exceeds by \$1.91 per child the average of the nation, also exceeds that of any other southeastern state . . . the same report makes clear that Florida's local school funds are so meager and inadequate that combined with present state-aid, the amount is insufficient to provide in many counties a satisfactory term of school.

In response to the Governor's wishes no action was taken on an emergency appropriation at the 1941 session. While the bills included in the Governor's Tax Program had made a start toward improving the local tax situation, the bill designed to create a tax commissioner, which had little support from official sources, had failed of passage and lessened somewhat the effectiveness of the total program. This left school boards in some doubt about how to prepare budgets for the year. Items which added to the confusion were (1) delays necessary in putting the new tax laws into operation, (2) indefinite amounts based on estimates, (3) revenues from current tax rolls not available until later in a fiscal year and when the school year is almost over (4) pro rata millage provision included in the new tax laws. Here again is an

example of an unwillingness to protect school support against the uncertainties of untried and unproven tax programs.

This 1941 tax revision act increased total tax valuations in all 67 counties from something like \$700,000,000 in 1940 to approximately \$2,000,000,000 in 1941. But the full appropriation of \$800 per instruction unit (State) and the maximum effort under the new Tax Program (county) were still inadequate, and by the summer of 1942 some of Florida's best qualified teachers had left the classrooms.

The next years were filled with disappointment, frustration, and deep concern for those who realized the importance of good schools in the life of the State. Facts were showing that high school pupils without experience were going directly from graduation to jobs paying several hundreds dollars more than was received by their teachers who held college degrees and had years of experience. Starting salaries in defense jobs were then \$1,440 per year, while the average salary for Florida teachers was slightly in excess of \$1,000.

But war clouds had gathered. Pearl Harbor shocked the country into an immediate change-over to wartime economy. Retrenchments were demanded, teachers' salaries suffered, and many teachers were leaving—some going into the Armed Services, others because of higher pay into industry, and still others were attracted into government or defense work. Prices were advancing even in the midst of war, and school boards realized that they must by some means raise teachers' salaries to meet the increased cost of living.

As the months passed the teacher shortage became more and more acute. However, the Continuing Educational Council objected to relaxing regulations to lower teacher standards. It declared that "the answer to the problem of maintaining present standards" was not to relax those standards, but rather to pay adequate salaries. At FEA convention in April, 1942, a resolution was adopted which asked that "teachers' salaries be increased in proportion to the increase in cost of living," and further "that salaries be on a par with salaries in occupations to which teachers may go."

In this crisis, a main objective had become "*to encourage the largest possible number of well-trained teachers to continue in service.*" Teachers had begun to feel that they were being left behind in the swiftly moving economic situation. *The Journal* for February, 1943, had this to say:

To offset the steadily rising cost of food, clothing, housing, and other necessities of life—cost authoritatively reported weeks before to have gone up 35%—most counties had been able to offer teachers only a small raise in salary this year; some few counties no raise at all . . . but, almost all

other lines of work have increased salaries and wages not only to keep pace with rising living costs, but as a means of recruiting personnel.

FEA joined the Continuing Educational Council in January, 1943, in asking the Governor for a conference to consider ways of protecting schools against the crisis which had resulted by reason of the teacher exodus from the classroom. A statement was sent to him in advance concerning this emergency situation which pointed out that there are only two ways to produce adequate funds for schools, viz: (1) to increase state-aid, or (2) to permit school millage to be increased as needs for teachers' salaries and building upkeep require. It further cited the two factors which must be kept in mind: "Living costs are forcing teachers into other jobs" and "loss of capable well-trained teachers is damaging to careers of children."

An Associated Press release of January 29 of that same year had quoted the Governor as saying there would be "no possibility that state-aid (for schools) could be increased this year above the \$800 for each instruction unit because war conditions have whacked ten million dollars annually off normal revenue receipts." The alternative, he had said, would have to be "more revenue from local tax sources through improved assessment and collection procedure and through higher local tax levies next winter." This would mean a relaxation in the "pro rata provision" of the new tax plan, so that school millage might be increased.

As a result of the conference, the Governor agreed "that teachers' salaries shall be increased," but "that the money must come from local tax sources." At the same time, he advised the conference that he "favored constitutional amendments lowering the present maximum levies allowed for school purposes because," he said, "the full value tax assessment laws passed by the 1941 Legislature had quadrupled valuations." However, since the full state appropriation and the maximum effort under the new tax program were not enough to pay salaries to teachers comparable to what others were receiving, the school group told him that they would oppose any proposal for lowering the maximum millage, because they believed this would weaken the new tax program. They further insisted that "so long as it is possible for valuations to be lowered without careful application of uniform measures of value," they believed "that schools should not be placed in a constitutional strait-jacket."

They explained that "school millage is already under definite limitation, i.e., (1) it is subject to strict and very effective budgetary scrutiny, and (2) taxpayers enjoy a most democratic privilege—that of voting upon themselves every two years district millage which they

believe should be provided." They told the Governor, however, that "if the plan is allowed to work as originally designed in all counties so that it can with some degree of certainty be determined what counties are able to support a good school program," they would deem it safe to consider this question. In this discussion, fear was expressed that "when the program is allowed to operate as it should, it will be revealed that some counties do not have the ability to provide adequately for their schools and need state-aid supplemental to what is now allotted."

As the convening of the 1943 Legislature approached, the situation had become so critical that FEA was joined by the Continuing Educational Council and the Florida School Board Association in asking that "school boards be permitted to have enough money to build adequate salary schedules starting with a minimum year-round wage of \$25 per week." This would require (1) full payment of \$800 of state-aid, (2) uniform application of the new tax program, (3) replacement of revenues from race track funds, and (4) an additional state appropriation for a minimum program in those counties which have insufficient tax valuation. This would mean, also, that the present constitutional provision for school millage must be maintained.

The outcome of the 1943 session of the Legislature was anything but satisfactory. This was true in spite of the fact that the first three items of the program were approved. The Governor had opposed the fourth item which was a minimum program fund for counties which had insufficient tax valuation per child. The three sources which were approved did not produce enough money, and further discouragement came late in the session when the Governor vetoed a bill to increase state-aid to \$950 even though it had passed both houses with only one dissenting vote, because, he said, "the money just doesn't exist."

Parents and the public generally knew that schools were facing a serious crisis and that there was just one solution—more money for teachers' salaries; legislators knew it and had tried twice during the session to vote additional monies for schools; and one newspaper (the *St. Petersburg Times*), among many, was saying "Our school teachers need a raise, tell them they'll get it," because even "stenographers and file clerks going into government work" were getting more than the average teacher was drawing. In spite of this, the Governor's opposition was effective.

The result for the teachers—there were no means of increasing their totally inadequate salaries, except in a limited number of counties which had some local millage leeway.

Further unrest grew among teachers by reason of fiscal policies

which had grown up in state government. In 1941 the records show that \$1,443,564.59 was taken from funds earmarked for schools and placed in the General Revenue Fund to "take that fund out of the red and to provide money for the state payrolls during the lean months of the summer"; again a year later (1942) a surplus of \$587,954.07 was transferred from Teachers Salary Fund, which the Governor told a school committee he must use to meet the State's operating expenses. Following the 1943 session, he told the school group that he must again use a surplus in the Teachers Salary Fund which was expected to exceed a million dollars. These respective transfers between June 30, 1941 and June 30, 1943, netted the State's General Revenue Fund nearly \$2,750,000. This net sum was over and beyond the amount which was duly paid from the General Revenue to the Teachers Retirement System, and considerably more than enough to have met the \$150 increase per instruction unit, which he had vetoed.

In the opinion of many, the most important accomplishment by way of school legislation in the 1943 session was the defeat of the proposed Constitutional Amendment which provided that General Fund millage and district millage "both taken together shall not exceed a total maximum of ten mills." It had been proposed by the Governor in the closing days of the session.

GOAL—A MINIMUM OPPORTUNITY FOR ALL CHILDREN

FEA continued to work for its long-time goal—a minimum opportunity for children in all counties, and climactic progress was made in 1943-45. The Board of Directors approved a committee for "careful study and development of changes or improvements to be made in school procedure for the years of adjustment ahead."

Plans were carefully laid for re-enlisting laymen as outspoken champions of an adequate program for school support; American Education Week was selected to begin the campaign. The *Florida Parent-Teacher* printed a series of questions designed to explain to parents that a crisis existed due to inadequate funds. Following this, came a statement from the lay committee of the Continuing Educational Council entitled "To End Discrimination Against Florida's School Children." This bulletin drew comparisons between the meager support of the public schools and adequate pay for personnel of state departments, bureaus, and other divisions of state government. It must be realized, the committee said, "that the past two years have imposed severe handicaps on schools in most counties."

The Committee stressed two outstanding weaknesses in the present financial situation, i.e., (1) the great disparity between the taxing

abilities of counties, and (2) the general insufficiency of money for salaries even after all other items of disbursement have been kept at a minimum. A study of per pupil income from one mill of county wide school tax had shown that the wide range in taxing ability was most striking, going from 49¢ in Holmes County to \$14.89 in Collier County, with forty-one of the sixty-seven counties falling below the average ability for the State as a whole.

It concluded that the base for apportioning instruction units should be broadened to include principals, librarians, teachers of physical fitness, and shop work, and that state-aid should be increased per instruction unit to \$1,000. The committee further asserted that in order to provide a minimum opportunity for all children in all counties a supplemental or equalization fund would be necessary.

Request for an equalization fund was not new. Such a fund had been a recommendation of the 1927 survey report, strongly endorsed by FEA. In the Legislature of 1933, when the trend was strong for cutting the state-aid appropriation, FEA's legislative committee had proposed as an alternative a special fund to be divided between needy counties, and in the 1937 report of the School Code Committee to the Governor, which FEA had supported, this inequality of county ability had been strongly emphasized. Requests for equalization funds had been proposed in 1941 and again in 1943.

No one could foresee the tremendous growth and development which would come to Florida in the decade following the war, but the Continuing Educational Council had declared in 1943:

Next after winning the war, nothing is more important to Florida's future development than the proper schooling of her children.

School opportunities which compare favorably with the educational program of other progressive states are necessary to Florida's economic, social, and industrial development. If our State is to bid for population growth, for industrial expansion, for development of land and natural resources in the post-war period, she must be able to offer schools which are as good as those afforded by other states already competing for population growth, expansion, and development.

A Chain of Far-reaching Events

The spring of 1944 saw a chain of significant and far-reaching events set in motion by FEA.

In January, it announced an expanded program of school support which would include (1) enlarged state-aid to include the Minimum Foundation Program for low-tax-value counties; (2) creation of administrative and special service units; (3) reduction of teacher load;

(4) increased per unit appropriation of state-aid; (5) retroactive pay for teachers.

On February 7 the Governor was requested to call a special session of the Legislature to enact the increase in state-aid for schools which had been proposed in the 1943 session.

Letters and questionnaires were mailed to all candidates for Governor, together with the Council's most recent report on school needs, with a request that each individual candidate discuss this in the light of what he would do if he should become Governor. (Replies were printed in April, 1944 issue of *The Journal*.)

All groups meeting at Daytona Beach in April—FEA Delegate Assembly, Continuing Educational Council, Florida School Board Association—united in asking for a special session of the Legislature. The Council and FEA Board declared (a) that poor pay to teachers has brought an emergency which endangers the welfare of pupils, and (b) these emergency conditions can begin to be offset any day county boards are permitted to have enough money in their budgets to pay adequate salaries.

Early in the school years of 1943-44 the FEA president appointed its Special Committee under the chairmanship of Nina E. McAdam to study problems incident to improving and enlarging Florida's public schools. The committee concluded that this would involve (1) general improvement of curriculum, guidance, adult education, etc., (2) relation of federal-supported educational facilities to state- and county-supported units, (3) equitable distribution of salary funds, (4) improved teacher-training, (5) finance, and (6) a public relations program.

It defined an enlarged, improved educational structure, and asked that at or before the next session of the Legislature, the Governor appoint a special commission to map a long-range, total program for Florida schools which would make them the best in the nation; to devise the steps needed to realize such a program; to figure the costs; and further to ask that the Legislature appropriate a sum sufficient to defray the cost of the study.

It envisioned such a commission to be made up of representatives from FEA, school board members, State Department of Education, Continuing Educational Council, institutions of higher learning, institutions for the handicapped, P.T.A. and other civic groups. It contemplated study of school needs by Florida school workers and lay friends, foresaw the organization of many subcommittees working under the direction of the commission in every section of Florida and

in cooperation with other planning bodies in the State. It warned that careful planning on the basis of accurate data and worthy goals must take place. And of greatest importance, this committee felt that a total program of school needs must be devised and implemented immediately.

The Governor indicated in a letter dated April 15, 1944, that he would call a special session only on these conditions: first, he deemed it advisable not to call a special session until after the primaries; and second, he desired an understanding both with members of the Legislature and with a committee of the Continuing Educational Council on what should be done in case a special session were called.

When a committee named by FEA president met with the Governor early in June, he advised that in case a special session were called, he could not accept the full recommendation of the Daytona Beach meeting, but that he would approve only an emergency appropriation of \$100 per unit, plus a sum equivalent to \$50 per unit for a Foundation Program Fund to be used for needy counties. With this decision by the Governor, hopes faded for any substantial relief.

The Governor-nominee agreed to ask the 1945 Legislature in the opening days of its session to enact the Council's legislative program (which he had approved). And, in the event that a special session were not held, he proposed that he would request the Legislature to provide a lump sum or emergency appropriation which could be applied on salaries for the current year 1944-45.

When it became apparent that efforts for a special session would not carry through, the committee asked legislators to cooperate with the incoming Governor and make available the emergency increases by April 15, 1945 (*Florida Times Union*, July 26, 1944). Exactly four days later, members of the House in caucus at Tampa voted to give school finances first consideration in the 1945 calendar. As far back as July 7, State Senators, meeting informally, had adopted a resolution endorsing the program of the Continuing Educational Council.

On September 23 following, the state superintendent explained the need of a more comprehensive program to a conference composed of FEA directors, representatives of FEA departments, vocational teachers, Florida School Board Association, and the president and legislative chairman of Florida Congress of Parents and Teachers. The conference gave its approval to the proposal that the "long-range, total program" be enlarged. Thereafter the Citizens Committee on Education was appointed late in the fall by the Governor in concurrence with the Governor-elect.

The Continuing Educational Council joined FEA in requesting the Citizens Committee to concur in the legislative program of FEA. Said FEA president, "We have been consistent in repeating the program. It has grown to be habitual on every occasion when school people get together."

FEA undertook a great public relations effort. First of all, the organization urged that its own professional membership understand the program, which was printed by the thousands for distribution. Another bulletin, "How Much for Florida's Children?" was used in the campaign to carry information to every citizen. All school forces worked diligently to inform civic and service organizations of the needs of schools. So thorough was the job that citizens of the rank and file, as well as school people, understood and approved this program for school support; and so convincingly did the school groups "show the relationship of this program to the welfare of youth and to the total interest of the State," that legislators were ready to act on the total school program soon after coming to Tallahassee.

In summing up accomplishments of the 1945 Legislature in support of public education, State Superintendent English noted that:

1. For the first time since the turn of the century the Legislature made fiscal provisions for schools its first order of business.
2. With almost surprising unanimity, it increased state support for education approximately 40%—some \$5,500,000.
3. It granted, as an emergency retroactive supplement (for teachers' salaries only), an additional \$2,729,870.

In commenting further, he said:

Even with limited support in past years, education in Florida has made significant gains. There have been accomplishments over which all of us may be proud, but if we stop too long to rejoice, the procession will have passed, and we shall be left only with a pride in past accomplishments and with little hope for the future.

Salaries had started up in 1944-45 because of the emergency or so-called "retroactive" pay of \$200 per unit. A study comparing salaries for 1943-44 and 1944-45 showed that the average for all white instructional personnel in 1944-45 reached a new high of \$1,706.90. Increased appropriations enacted by the 1945 Legislature added to this upward trend in 1945-46 because every county had received an additional \$195 per instruction unit, and in addition the new *Foundation Program Fund* was divided between 37 low-tax-valuation counties.

During this time, however, the fact that the dollar value had started going down and teachers were among those whose pay was cut by in-

creased living costs pointed up the need for further funds. First, FEA Board of Directors set in motion plans for evaluating the gains in the 1945 legislative session. According to previous standards, any legislative program initiated, endorsed, and sponsored by FEA should be based on careful analysis of all pertinent facts and conditions and should be accurately related to the State's development and to the total welfare of Florida. To make this possible, a special Committee on School Conditions was named to bring up to date information on (1) how compensation of teachers and general support of education in Florida rank with other states of the nation after applying the new gains, (2) the relative ability of Florida to support an adequate educational program, and (3) the progress made in putting the salaries of instructional personnel on a professional basis.

At the 1946 annual convention this special committee presented its findings, showing that the crisis in education in Florida persisted, that the situation was "more acute than one year ago," that good teachers continued to leave the profession, and that replacements could not be found. It reported rises in living costs, as much as 33 $\frac{1}{3}$ % over 1940. It also reported that while industrial workers' salaries had been increased about 56% between 1940 and 1943, teachers' salaries on the average had increased about 15% during the same period. The result was adoption of this resolution by the Association:

We urge that sufficient financial aid be made available to the State Teachers Salary Fund so that minimum salaries for any four-year degree teacher in Florida be \$200 per month for twelve months with added increments for service and efficiency.

FEA directors were unanimous in the statement that the Association should not relax its efforts to try to obtain in the coming session of the Legislature at least enough appropriation to meet this goal for salaries. Approximately two hundred teachers, principals, superintendents, and school board members were working in the various Advisory Committees of the Citizens Committee and directors expressed belief that the best way to make immediate progress would be for school and lay groups to combine all efforts toward evolving and uniting on a program to be submitted to the Governor and the 1947 Legislature.

The Journal for November, 1946, reported progress of the study groups and said, "Only those who have worked in these advisory groups can comprehend the great effort that is being exerted to submit proposals which are adequate, concrete, and carefully planned to meet the needs of Florida schools." It further reported that "both the committees on personnel and finance base their proposals for teachers'

pay on the resolution adopted by FEA in its preceding annual meeting asking that \$200 per month be provided as a minimum salary for any four-year-degree teacher."

Early in its study the Advisory Committee on Finance* of the Citizens Committee set up its proposed schedule to compute state-aid based on training, viz: \$825 for teachers with less than 2 years of college, \$1,200 for those with 2 to 2.9 years of college training, \$1,500 with 3 to 3.9 years, \$2,500 with 4 to 4.9 years, and \$3,000 for teachers with Master's Degree or one year of acceptable work beyond the Bachelor's Degree.

It stressed the fact that the above was not a salary schedule, but a basis on which to determine the amount of aid from the State. According to the plan proposed, salary schedules were to be built from year to year from a combination of these amounts and local monies.

As this Subcommittee on Finance progressed with its work, it proposed a "comprehensive, balanced program" which included, in addition to increased salaries and transportation, state-aid for other items of current expense and for buildings, because schools had been too long handicapped by limited funds for current expense, and the need for additional classrooms was critical.

If the proposed plans were carried out, the Foundation Program Fund as set up in the 1945 Legislature and which distributed some \$900,000 to 37 counties with low tax valuations would be expanded into a *Minimum Foundation Program* Fund. Such a plan would require each county to pay into this "comprehensive, balanced program" a reasonable amount of its own tax collections based on a percentage of its taxpaying ability to be determined by a carefully devised and authoritative index.

THE MINIMUM FOUNDATION PROGRAM

The school year 1946-47 stands out as a period of great achievement for the school people with respect to school legislation and public relations. It was then that Florida pioneered in a pattern of school finance which has since been followed by at least fifteen states. Although once a complicated theory defended by a minority of FEA Board members, the Minimum Foundation Program has become firmly entrenched in the convictions of school-minded persons throughout the State.

*FEA's executive secretary, James S. Rickards, served as chairman of the Advisory Committee on Financing the Public Schools, and Edwin B. Browning, a past president of the Association, was named vice-chairman.

Speaking to FEA convention in Miami, April, 1950, the state superintendent said, "In my opinion, Florida has received more favorable publicity from its progressive minimum foundation school program than any one thing done in the State in the past decade."

Yet this gigantic, far-reaching program did not spring full-blown from the mind of any Jove. It began some ten years previous to its enactment; most of its facets had existed in other legislation. Its roots reached back into research of FEA special committees and into resolutions of the Association which recorded the hopes of the membership.

During legislative years, many a meeting of the FEA Board of Directors had stretched into weary hours of discussion over "How large an appropriation should be asked for education?" And "What is the expedient course to pursue?" No one knew what good training for all children would cost; but everyone knew that county school boards always needed more money.

FEA had (1) approved its Special Committee report which defined an enlarged, improved educational structure and recommended that the Governor be asked to appoint a commission to map out "a long-range, total program for Florida schools," and (2) sponsored request in the 1945 session for a state appropriation for a *Minimum Program Fund* which gave limited help to 37 low-tax-value counties.

On June 6, 1944, representatives of FEA Board, Continuing Council, and State Department of Education had met in the Cherokee Hotel in Tallahassee to consolidate their thinking before meeting next morning with the Governor and members of the Legislature at the Capitol. According to plan, Mrs. Malcolm McClellan of the Council, Mrs. Eunah Holden of FEA Board, Executive Secretary James S. Rickards, and State Superintendent Colin English expressed the urgent need for a school survey to be financed by the State. The Governor agreed to make the necessary money available from his contingency fund, and the Governor-nominee promised to continue the survey project into his administration.

With mixed emotions, however, the profession learned that the study was to be under the auspices of a Citizens Committee on Education. While it had been assumed that professional people rather than lay citizens would sit in final judgment on school improvement measures to be adopted, educators came eventually to see the wisdom of placing responsibility upon the citizenry for providing good schools. The FEA Board proceeded to cooperate willingly with the Citizens Committee, the president acting as liaison.

Although the Minimum Foundation Program was publicized usually as the unalloyed thinking of the fifteen outstanding citizens, at least one newspaper reporter sensed the many streams of informa-

tion which played into the final product. After the bill had passed, J. A. Murray, writing in the *Tampa Morning Tribune*, May 3, 1947, states:

To Governor Caldwell and the Florida Education Association goes the credit here today for passage yesterday by a reluctant senate of the school bill, but behind them stood the insistent demand for better schools by an aroused citizenship . . .

The senators, perhaps, did not consider (at first) that FEA had any important part in preparing the report of the Citizens' Committee on Education on which the bill was based.

Many members of the Association were listed among the 200 prominent Floridians on committees advisory to the Citizens' Committee which did the groundwork for the committee, aided by 14 nationally-known consultants.

All chairmen of the seven advisory committees and of the six special committees, as well as the nine coordinators of the typical counties studied—all had long experience in FEA, and each FEA department had sent in its recommendations to the central melting pot. As a matter of fact, there were only 24 lay persons among the 197 listed as members of the advisory and special committees. (*Education and the Future of Florida*, pp. 443-448)

The broad provisions of this "Omnibus Bill" cover every tax-supported phase of the educational program from the nursery school through junior college system, and include sections on teacher welfare, continuing contracts, certification, adult education, budget procedures, teaching scholarships, qualifications of county superintendents. The bill effectuates school districts co-extensive with the counties; enumerates the conditions under which a county can obtain state-aid; and includes the Minimum Foundation Program which is a balanced program in that funds are provided for the four areas of school expenditures: (1) teachers' salaries, (2) transportation, (3) other current expenses, and (4) capital outlay and debt service. It provides Minimum Foundation Program funds for all counties at the rate of \$300 per instruction unit for capital outlay, \$300 per instruction unit for operating expenses other than instruction and transportation, \$1,100 per transportation unit, and it sets up increased items for instruction based on the training of instructional personnel according to six ranks.

A unique feature of the bill is an economic formula by which the taxpaying ability of each county is ascertained. The total program is financed (1) by a "uniform participation of counties at the rate of the equivalency of 6 mills on a correct valuation of county assessments,"

and (2) by the State paying whatever would be necessary to carry the program in any county.

When the bill was in final form, the Governor objected to several provisions written into the original plan of finance, i.e., that capital outlay in the amount of \$400 per instruction unit should all be paid by the Foundation Program, and that 5% additional should be paid in connection with the current expense program. He proposed that, since counties might not be able to raise \$100 to match the State's \$300 for capital outlay and at the same time meet the 7 mill equivalency required in the proposed bill, the county levy be reduced to a 6 mill equivalency and that the State make up the difference. In his letter addressed to FEA convention, he said:

I cannot approve the additional 5% in connection with the current expense program. I suggest that the 5% feature be dropped and that for the next two years, the state-aid funds allocated to the counties for paying teachers in ranks 3, 4, 5, and 6 be increased by \$1,000,000. This will assist those teachers while they are improving their grades.

The Governor's proposal was considered an improvement over the original financial plan. It reduced the millage load in counties and made money available for teachers' salaries, a point which from the beginning had been recommended by some members of the Advisory Committee on Finance. Under the revised bill, allotments to counties for instructional salaries were:

Rank I _____	\$3,600	Rank IV _____	\$1,600
II _____	3,000	V _____	1,400
III _____	2,550	VI (Temp.) _____	1,000

It is the duty of FEA to explain the implications of all bills, to win support of legislators if bills are acceptable, to defend them before Educational Committees of both House and Senate. The so-called "Omnibus Bill" was voluminous, but most legislators had become familiar with its contents. Large crowds attended hearings called by the legislative committees and testified to the intense interest which had been generated. If clarifying proposed legislation is termed lobbying, then FEA faced squarely its duty. Legislators had a right to know for what they were being asked to vote. The *St. Petersburg Times*, June 2, 1947, carried a feature story which evaluated this phase of FEA work:

The school lobby unquestionably stands at the head of the parade and gets the silver loving cup for effectiveness . . . Individually and collectively members of the school lobby haven't the beauty of the winsome girls who

put over the beauticians' and cosmetologists' bill . . . But they got their \$40,000,000 appropriation, tipped their hats, and slowly rode away—leaving the Legislature to find the money.

The experts had thought up the program in the first place . . . Fortunately for the teachers and the state, the experts who accomplished this super double-barreled lobbying job seemed to have the best welfare of the teachers and the public schools uppermost in their minds to an almost fanatical degree.

To the FEA Convention in Tampa (April 17-19, 1947) came rumors of a Senate revolt against the Governor. Since the "honeymoon" portion of his term had passed, he was encountering opposition from seasoned senators.

In essence, the Governor threatened to veto the "Omnibus Bill" if (1) more local effort were not required, and (2) if, for any reason, the bill were offered as two or more separate bills. Later the Governor made this position clear in a letter directed jointly to the FEA Board and the convention assembled. Thirty senators, joined by sixteen House members, telegraphed FEA that they would defeat the "Omnibus Bill" unless it were in two or more bills, one of which would relate to teachers' salaries. How would FEA meet this crisis?

At a called meeting, FEA president placed the three messages, plus the substance of several long-distance calls, before the Board of Directors. All recognized the seriousness of the situation, and a large majority voted to support the Minimum Foundation Program with additional local effort required. This was a momentous decision which was ratified by the Delegate Assembly at the closing business session. If FEA had wavered at this point, the Minimum Foundation Program for schools would most probably not be law now.

With one accord the press of Florida approved the replies FEA had sent to the senators, to the House members, and to the Governor. The *Tampa Daily Times* said: "Public attitude should be the same the teachers adopted. Florida wants this school program, considered sound by school experts. Let the legislators stand up and be counted on whether it (the Legislature) wants it."

The victory had not been easily gained. The revised bill was passed with only a few unimportant changes—but not without confusion and some bitterness—and with only one vote against it in the Senate and none in the House. The final vote gave no hint of the skirmishing behind the scenes that, in the opening days of the Legislature, had threatened failure.

Factors Contributing to a Successful Campaign

The success which attended the passage of the Minimum Foundation Program was attributable to several factors. One of these was the confidence that members of the profession had in its component parts; another was the emphasis FEA placed upon public relations. A fully informed profession, good public as well as professional relations, and friendly press and radio coverage from the beginning were the main factors leading to success.

The release of the report of the Citizens Committee had been the signal for FEA to go into action. Every department of the Association met and considered the proposals, and everywhere county and classroom teacher organizations set up study courses not only to inform themselves but to make it possible to pass the correct information on to rank and file citizens who were interested in improving schools. Thousands of copies of a "Digest of the Citizens Committee Report" were distributed from Pensacola to Key West, and representatives of lay organizations in the Continuing Educational Council stood ready to contact members of their own organizations in order that the nearly half million members of these state-wide groups might understand the "comprehensive, balanced program" which had been approved by the Citizens Committee, recommended to the Governor, and subsequently would be presented to the 1947 session of the Legislature.

January issue of *The Journal* printed the "Digest" so that every teacher would have copy available for further study—individually, in faculty meetings, in county and classroom teacher meetings, and in meetings of P.T.A. and other civic organizations.

At request of the Citizens Committee, FEA district meetings for that year had been postponed until its recommendations were made public. Legislators and civic leaders were urged to attend these district meetings, and officers of FEA undertook to present and clarify any phase of the report. A "flying squadron," comprised of FEA president, its executive secretary, members of the Board of Directors and the legislative committee, did its work well. It carried the message into every corner of the State, not only to tell the story but to discuss any part of the report which might not be entirely clear.

The Florida Congress of Parents and Teachers under the guidance of its president, Mrs. J. Floyd Griffin, set into its state-wide program a discussion of the provisions of the "Omnibus Bill." Parents in rural and urban areas heard from P.T.A. and FEA leaders the needs of schools and the proposed attacks on school problems. Local informed groups impressed upon their legislators the importance of improved educational opportunities for their children.

In the main, the press and radio of the State supported the provisions of the Minimum Foundation Program. Newspapers gave excellent coverage of the entire movement. Cartoons in many papers attracted attention of citizens.

It is important to remember that this public relations program was planned and worked at constantly; it was designed to reach its climax with the FEA state convention when the Legislature was beginning its session. It did.

A further reason for the success of the legislative vote lies in the fact that most principles written into the bill were already in effect in some way and were therefore familiar to the profession, to the legislator, and to his constituents. Those familiar with the contents of the Minimum Foundation Program (Education Act of 1947) will recognize that many of its provisions are extensions and amplifications of earlier laws and recommendations advocated by FEA.

There were literally thousands of educators involved in this gigantic study, and the cooperation of educators and organizations all over the State was outstanding. Furthermore, assembling and reconciling varied points of view expressed by scores of lay and professional groups required expert coordination. Again FEA officers joined with representatives of the Citizens Committee to determine upon the significant points of common agreement before the bill was written.

For the most part, harmonious relationships throughout the two years of study were maintained largely because organizations were willing to subordinate their own group interests to strengthen the whole movement. After all, no one could side-step the fact that by legislative act in 1945, the Citizens Committee on Education had been commissioned to explore school needs thoroughly and to formulate such measures as would eventuate in placing Florida's public schools and universities among the best in the nation.

With rare vision and wise discretion these fifteen public-spirited citizens had accepted the mandate, assumed the obligation, and pyramided the findings. On the floor of the Legislature, representatives of all groups jointly yielded to a few compromises and omissions in the interest of state-wide acceptance of the lengthy bill. The "Omnibus Bill" included all the things that FEA had worked diligently to put into law during the last twenty-five years.

FEA continues to feel just pride in the Minimum Foundation Program, for FEA worked, not so that its name might in future years be coupled with the program, but that all boys and girls in Florida might always have better and better schools.

Understanding the Minimum Foundation Program

While passage of the Education Act of 1947 (commonly referred to as the Minimum Foundation Program) was a victory for school forces, FEA's new president warned that the profession faces "a period of dangerous opportunity. What education is to be, what needs it will serve, what degree of faith and confidence lay citizens will place in the schools—these and many more decisions are now being weighed in the balance."

School leaders knew that it was important to understand every phase of the new law. They knew there was immediate need to take stock of the accomplishments of FEA and to plan together its future course of action. All were agreed on the objectives of Florida's education program—first, the education and welfare of children, and second, because the child is directly involved, the welfare of members of the teaching profession. All felt that the war years and the fiscal policies of the early 40's had caused schools to lose much good progress that had preceded that period. Consequently, all had their eyes on the same goal—a determination to understand and to make fully operative the new school legislation.

Superintendents and board members labored to make adjustments to the numerous regulations promulgated in the general effort to implement the program. All instructional personnel, individually and as groups, attempted to understand the new law with respect to allotments to counties from the Minimum Foundation Program and the salary schedules which were to be built on the basis of state allotments and local revenues. Districts were urged to set up meetings according to "pattern" recommended by FEA Board of Directors.

An FEA Committee on Cooperative Planning recommended a committee to sponsor studies on specific and immediate objectives. At the same time Departments of Elementary and Secondary Principals were calling for a committee which would survey the total needs of all personnel with respect to in-service training, as well as benefits to be derived from numerous conferences set up by State Department of Education, FEA departments, and the institutions of higher learning.

So this first year under the new program was one of cooperative thinking and planning. Florida school people felt very good about the gains made in 1947, but they realized that in the 1949 session certain adjustments were necessary to preserve these gains and to move forward in this business of educating Florida's children. Therefore, when the legislative program for 1949-51 was set up, it included a request for sufficient revenue to permit operation of the complete program. And, because shortage of classrooms continued critical and

the annual allotment for capital outlay provided only limited amounts to counties, FEA asked legislative authority for counties "to issue and sell revenue certificates or bonds in anticipation of capital outlay funds to be received by the counties under the 1947 Act."

Full implementation of this program, however, required ten years. Much hard work, understanding, and patience were needed, but with the active support of the Continuing Educational Council, the Florida School Board Association, and the State Department of Education, FEA was able in forthcoming sessions of the Legislature to translate the need of full implementation to citizens, to the legislators, and to the Governor.

A *Coordinating Committee* was organized by the Florida School Board Association following passage of the new school laws "to give concerted and sufficient thinking and planning to such constructive interpretation of the 1947 Act as will guarantee its safe and satisfactory operation" Its membership included the president and secretary of FEA, representatives from each of the FEA departments, and the state superintendent, as well as members of its own executive committee. Ellsworth Simmons, school board member, was named chairman. This coordinating effort was designed to assist in following through the practical application of the new law and the State Board regulations pursuant thereto.

Its immediate problems were: (1) money for capital outlay, (2) whether or not the new plan for paying salaries should include July and August (1947), (3) salary schedules, and (4) added allotments to counties which had increases of 5% or more in school enrolments.

Through effective work in its first year, it (1) secured the release of capital outlay funds early in 1948, and (2) planned and waged a campaign which defeated two unfavorable constitutional amendments. One of these amendments would have taken away from funds earmarked for schools, and from the General Revenue Fund on which schools had to depend, the 7th cent gas tax which produced approximately six million dollars, and would have given that amount of money to roads. Since there was then (between legislative sessions) no way to replace this amount of money available for schools, the Coordinating Committee concluded that action must be taken to defeat it. The second of these two proposed constitutional changes was an amendment which added "limitation on the authority of school officials to provide for school buildings."

The Coordinating Committee stressed that no limit should be allowed on the State's appropriation for any year of any biennium which would prevent meeting the normal school growth and ex-

pansion. It worked in close cooperation with the special joint committee of the Florida Legislature set up to study the tax situation, which was concerned with an estimate of funds agreed upon by the school group for the biennium of 1949-51, and invited this committee to join in requesting funds to completely implement the Minimum Foundation Program.

ANOTHER DECADE PASSES

The period ending in 1950 has peculiar significance in the history of education in the State of Florida. The system of public education grew out of voluntary institutions, privately supported. When the early financial measures of the 1850's emerged—just 100 years ago—they simply granted a small stipend per pupil, with all other responsibilities, both for support and direction, being left with the local patrons. That plan in Florida education—local responsibility with very limited state help—continued through the turn of the century and even up until the late 1920's. Its yielding presents a picture of both sunlight and shadow.

The principle of "equal opportunity for all" had been firmly established in the 1930's, and the public had accepted the principle that the wealth of Florida must educate its children. Intervening years had seen progress in school support. FEA had spear-headed the work of the Tax Inquiry Council to "re-establish" local revenues, had promoted the Minimum Program Fund of 1945, and had initiated the study which culminated in the Citizens Committee Report and the Education Act of 1947.

But one towering fact stands out at the end of 1947. Florida schools had definitely become Florida's responsibility, and the children of Florida, whether in the bends of North Florida's history-laden rivers or on the shining sands of the Gold Coast, had behind them the wealth and will of Florida as a State. In reviewing the achievements of his twenty years of service, Executive Secretary James S. Rickards said: "By comparison with conditions previously existing in Florida, no other state in the South and probably few in the nation, had accomplished quite so much. The going has been steadily forward"

This increased state-wide commitment, bringing new hope and courage to all of Florida's educational leaders, was a signal victory for FEA, for in essence this program was simply a translation of the concepts and mechanics for which the professional educational leadership had fought for so many years.

IMPLEMENTING THE MINIMUM FOUNDATION PROGRAM

Three years after the Education Act of 1947 was put on the statute books, the Minimum Foundation Program had not been expanded to include many items as directed in the Act because of the necessity of withholding funds and the uncertainty of the State's ability to meet the full appropriation. The basic conditions of great population growth and differences in financing county school systems still remained. The Minimum Foundation Program raised the floor of minimum expenditures and assured equal effort within the cost of the program, but the fundamental problems were unchanged.

State-aid going to the counties under the Minimum Foundation Program, during the first year, was \$38,688,000. While this was \$19,930,000 more than the previous year, and of course, considerably in excess of what state-aid had ever amounted to, several important items under the new program were not allowed to operate:

- (1) School population in 22 counties had increases of 5 to 16% over the year before and were entitled to have allotment increased accordingly, but no money was allowed.
- (2) In many counties, additional units for administrative and special service personnel, particularly set up to relieve the heavy load carried by many elementary teachers, had not materialized.
- (3) Kindergarten, junior colleges, free summer schools and twelve-month administrative units were yet to be added.

All of these items, if they had been allowed to function, would have taken expenditures well past the \$40,000,000 appropriation in that first year, while for the second year of the biennium (1948-49), normal growth and expansion alone carried the demand beyond the \$42,000,000 appropriation.

Looking toward complete implementation of this new Education Act, the Continuing Educational Council joined FEA in asking that revenue be made available in the next biennium to permit operation of the total program; that the appropriation be a continuing one from dependable sources of such nature that funds will grow from year to year as the school population grows.

The Legislature of 1949 set up an appropriation of \$99,793,000, an increase of \$17,793,000, which provided only for normal growth and included \$3,793,000 which was estimated to bring the State's appropriation for capital outlay to \$400 per instruction unit. Conflicts having nothing to do with schools developed, and the Legislature failed to provide revenue to take care of schools and other functions

of government which had to be paid out of the General Revenue Fund.

Legislators Evaluate Minimum Foundation Program

In the special session in September following, the Legislature set up a limited sales tax—a source of revenue that had been resisted by legislators for many years—in an amount estimated to be sufficient to meet the full appropriation. It also adopted a resolution directing the Legislative Reference Bureau (research arm of the Legislature) to cause to be made under its direction a “survey, study, and evaluation of the operation of the Minimum Foundation Program with the view of determining whether or not a saving can be made and economies effected without impairing the efficiency of the public free schools.”

As FEA came to the end of another decade in its long line of activities, here was another financial crisis. The Legislature had given schools sufficient funds to cover the appropriation and had been assured that the sales tax would produce needed revenue for the General Revenue Fund, but collections had proved less than expected. This, together with deflection (in that same session) of some twenty million dollars in other taxes from the General Revenue, had played havoc with anticipated income and resulted in a cutback for all appropriations to be paid out of General Revenue Fund. In this crisis, the Cabinet-Budget Commission made a “statesmanlike” decision in recognizing that the education of children is as important as any other governmental activity and made available the full amount of the appropriation.

Meanwhile, the Select Committee on Education had completed its study under direction of the Legislative Reference Bureau, and legislators themselves had evaluated the Minimum Foundation Program to determine whether or not savings could be made and “economies effected without impairing the efficiency of the public free schools.” This study was of inestimable value to FEA and its lay friends in defending the program in the legislative session to follow, because the committee agreed that the program should be maintained as nearly as possible at the level attained in 1947 and should not be allowed to deteriorate.

Although the 1951 session had failed to provide the much-needed \$300 cost-of-living supplement, which had been requested, it did set up an appropriation for the next biennium of \$117,000,000, an increase of more than \$17,000,000, which gave full support to the MFP on the basis of original allotments. But, again it failed to provide for expanding the program to cover items which from the first had not been allowed to operate.

It approved the Constitutional Amendment which would permit county boards to issue revenue certificates for capital outlay purposes and which pledged motor vehicle license money to guarantee payment of these certificates and would enable counties to borrow up to 75% of the \$400 annual appropriation. (The state superintendent considered the overwhelming endorsement of this amendment—vote of 2 to 1—the most progressive step taken in education in Florida since establishment of the Minimum Foundation Program in 1947.)

Alarming Rise in Cost-of-Living

The first request by the teachers for an increase in salary since the Minimum Foundation Program was established came in the spring of 1951 when the Federal Government froze prices at an all-time high. The Consumer's Price Index had continued, from month to month, to report a rise in the cost-of-living, which had advanced more than 10% since early 1950. Subsequently, FEA adopted a resolution asking the Legislature to provide a minimum increase of \$300 as a "cost-of-living" supplement for each instruction unit. The Legislature failed to provide this increase because the two houses could not agree on the kind of revenue to pay the bill. This meant that schools could not attract their own fine young people into the teaching profession, also that many of their well-qualified teachers from other states probably would be returning to their homes because of the better salaries offered there.

To add to the teachers' concern, the Legislative Council announced two recommendations, viz:

- (1) That increments between Ranks I and II and between Ranks II and III be reduced to a figure comparable to provisions in the foundation laws of other states.
- (2) That the salary allotment of the MFP for Rank II be reduced from \$3,000 to \$2,800 and the salary allotment for Rank I be reduced from \$3,600 to \$3,200.

This came as a surprise because, when the Education Act of 1947 was passed, teachers had been promised that if they would raise their training to higher levels they would be paid certain allotments from the MFP. Teachers had worked diligently to do this. If these allotments were cut back, said FEA president, legislators "would not only break faith with the teachers, they would force most school boards over the State to reduce salaries at a time when salaries, most certainly, ought to be raised to help meet constantly rising living costs."

This was even more surprising since the Legislative Council's own report had revealed that the average salary for white teachers (1948-49)

of \$2,939 had really amounted to only \$1,717 in terms of the 1935-39 dollar, and that same salary, using the February 15, 1951 Index, had a purchasing power of only \$1,599. As the 1951 session of the Legislature approached, FEA was declaring that "no one has the right to expect the same services from teachers and other public employees and pay for these services with a fifty-five cent dollar."

Once more well-qualified teachers were in short supply because not too many young people had been attracted into the teaching profession, because government and industry were offering higher salaries and pulling good teachers into other employment, and because Florida could no longer depend on recruiting teachers from neighboring states.

Throughout the two years leading up to 1953 session of the Legislature, FEA Board, all of its departments and the affiliated organizations, joined the president in promoting the idea that "the welfare of teachers is so closely identified with the welfare of children that, by and large, what is done for the teachers and what benefits the teachers, benefits the children."

The Continuing Educational Council recommended that "in the light of present conditions, the representatives of its member organizations urge that Florida take the necessary steps to restore to the program its value and quality as a satisfactory base Minimum Foundation Program." To the request for normal increase in money because of increased pupil population and improved preparation of teachers, now was added "special adjustments to take care of decreased purchasing power of the dollar." It recommended that counties pay beginning teachers with college degrees \$3,200 a year (AP release, January 16, 1953), that aid to transportation be raised to \$1,342 per unit, and aid for current expense be \$360 instead of \$300 per unit as provided in the 1947 law.

The State Department estimated that it would require an increase of \$17,200,000 for the next two years to meet the normal increase. According to figures on cost-of-living released by the U. S. Department of Labor, lost purchasing power could be restored by adding about 22% to the various allocations, i.e., \$60 for each current expense unit, \$242 per transportation unit, and approximately \$560 for each salary unit (the latter computed on the Rank III unit of \$2,550).

Florida Drops Back in School Support

The conditions which faced legislators as the 1953 session convened showed that schools had reached a new low since 1947. Per pupil cost in Florida in 1951-52 had dropped back to 36th place among states for per pupil expenditures in average daily attendance, teachers salaries had not kept pace with increases granted by other states and

did not come up to the average in the United States, the per cent of school costs contributed by the State had decreased, and further that only nine counties in Florida could pay average salaries above the state average. (FEA Bulletin "What's Happening to Our Schools?")

On the other hand, Florida had been enjoying a high level of business activity, the State's general revenue was in good financial condition, and it was estimated that there would be a surplus of 40 to 50 million dollars at the end of the fiscal year. Even more important, estimates by the comptroller, budget director, and Legislative Council indicated many million dollars more would be available for the next two years to meet needs coming out of the General Revenue Fund.

Notwithstanding this, there seemed to be a wide difference of opinion among members of the Legislature about how much of the \$560 increase could be paid out of state money. Because the Governor approved as much as \$350 (he reportedly said, "Not a penny more"), agreement was quickly reached on that figure. In the final action, the increase requested for instructional supplies was not included.

Since this was a permanent increase, it added \$350 to the allotment for each rank. The appropriation for the biennium 1953-55 represented the largest over-all increase granted to schools since 1947, amounting to \$36,209,070. In the light of a tremendous increase in school population—8% instead of 6.2% based on the year before—estimates were revised upward, and some \$4,000,000 had to be added for the forthcoming biennium.

Another first was achieved at the 1953 session. *The Journal* for May had this to say:

It is significant, we believe, that for the first time since 1947 no fight was needed to obtain agreement for funds to cover normal growth. This need for more money to take care of increased pupil population and improved preparation of teachers was fully recognized not only by the Governor and legislators, but by the Budget Commission which made its recommendations prior to convening of the Legislature.

In spite of the salary increases granted by 1953 Legislature, the schools still faced very real competition for the services of college-trained people. Not one of Florida's counties was yet able to meet a nationally recommended minimum salary of \$3,200 per year for teachers with four years of college training, and only four counties in Florida could pay beginning teachers \$3,000 or more. At the same time, research experts continued to warn that the schools face a coming deluge of students, the like of which we have never known nor even imagined, which again focused attention on the two-fold problem of

the schools, i.e., that of attracting capable people into teaching, and that of holding those who are qualified.

1955—A Most Constructive Session for Education

The FEA secretary considered the 1955 session "the most constructive session for education ever held." The Governor's recommendation calling for a minimum increase of \$200 per instruction unit in the Minimum Foundation Program for increasing teachers' salaries, and \$25 per unit for current expenses, was accepted, even though the Program Action Committee had recommended that \$250 should be added to each salary rank allotment, in order to bring Florida's salaries up to the national average, and that \$104 should be added for current expenses.

Because of the tremendous growth experienced in the preceding year, together with this new increase of \$200 per instruction unit for teachers' salaries, schools received an "increase of \$51,500,000 or about 59% of the total increase approved for all services paid from the general revenue fund." The total appropriation including the basic program, plus the increase for salaries and current expenses, was \$176,582,075. There were other items not included in the above total, viz: a deficiency appropriation of \$3,000,000 for the previous biennium; driver education—\$900,000; increase for scholarship program—\$100,000; vocational rehabilitation—\$200,000; and funds to conduct study of junior colleges—\$60,000.

Many Factors Have Handicapped Progress

As this story of support of the public schools unfolds, it reveals that many of the same factors have persisted in keeping schools from a realization of full benefits under new and continuously improved programs. The pattern has been the same for many years; factors have changed as progress has been made.

Since 1945, increases in school population due to Florida's phenomenal growth has created unprecedented problems. While the Minimum Foundation Program provides increased funds for increases in attendance, the tremendous growth of Florida schools has sometimes caused consternation for those who must find the money to pay the bills. Only school people who have lived with this problem day by day realize the magnitude of it.

The tendency to furnish not quite enough for schools, in spite of the careful study and research which have been done to set up needs, has been noted throughout the study. This need not imply a lack of confidence on the part of lawmakers, but seemingly is due to pressures which are applied in providing for all departments of govern-

ment within a certain framework, and to differences of opinion among leaders in government as to what should have prior consideration. On the other side of this picture, too, is inflation which continues to make dollar values uncertain.

Two other factors which each year require re-examination, have been responsible for failure fully to realize goals:

1. Florida's failure to attract young people into the profession and to hold well-qualified teachers has had a disrupting effect both on the children and on the smooth operation of schools. Florida has trained only a small percentage of teachers needed each year; there has been much competition for well-trained personnel because of a national shortage of good teachers and because of the attractive offers of business and industry; therefore, poorly trained or temporary teachers have been put into many classrooms.

2. Florida's failure to establish standards and set up operating procedures for the preparation of county tax rolls has adversely affected equalization of effort in support of public schools. The amount furnished from the Minimum Foundation Program is the same for each instruction unit within each rank, but the amount of local money available to supplement the Minimum Foundation Program allotment, which is necessary in the building of salary schedules, has varied tremendously because the assessed valuation varies. While the Legislature has looked to the counties, heretofore, to produce more local money to supplement the Minimum Foundation Program in paying better salaries, it has thus far taken no action which will supervise the preparation of county tax rolls.

Program Action Committee

The Program Action Committee, authorized by the Board of Directors as a first step in working toward its goals for 1953, has become a continuing committee. It includes chairmen of FEA departments and presidents of the Florida Vocational Association and the Florida School Board Association, as well as president and executive secretary of FEA. It is charged with (1) evaluating immediately the gains which are achieved each legislative session, (2) conducting research on matters pertaining to needed improvements, (3) studying the effects of legislation on progress of the future, and (4) recommending to the Board of Directors plans and program for the next session of the Legislature.

Early in its work it announced that the most acceptable principle to establish is "to guarantee adequate money for the Minimum Foundation Program within the normal increases in money required be-

cause of increased pupil population and improved preparation of teachers, and the specific adjustments to take care of the decreased purchasing power of the dollar since July 1, 1947."

In its five years, from 1952 to 1957, it has charted the progress which has been made, but warned that Florida might lose through lack of the proper fiscal policies all the gains that have come about through its very fine Minimum Foundation Program. Its recommendations in 1956-57, backed by the combined efforts of school and lay groups, resulted in the "package program"—the greatest single advance for the State's public school system since the passage of the Education Act of 1947.

THE PACKAGE PROGRAM

Soon after adjournment of the Legislature, the Program Action Committee for 1955-57 went to work at its task of evaluating the gains for education made in the 1955 session. This committee was instructed, also, to prepare a report on legislation relating to school progress *since 1947*.

It pointed out that "because of the unparalleled growth in pupil population, state and national shortage of people qualified for teaching, and inflation which is still with us, analysis of the public school situation reveals that Florida does not yet have an adequate educational program for her children," and the 1957 session of the Legislature would have to provide more revenue.

These same problems had been plaguing the schools for some ten years but could not be solved by half-way measures. The Legislature of 1955 had set up appropriations which approached a solution, but again it had followed the oft-repeated policy of "not quite enough" to bring Florida schools up to the national average. Hence, the splendid efforts of that session were completely offset because more and more children continued to come into the schools.

Publicity and public relations efforts which would extend to the very grass roots were included in carefully laid plans by the Committee for 1955-57. The pattern of such activities had become familiar to those in the profession and their lay friends. It reached into every county and local classroom teacher association, into every conference, workshop, and faculty group. Every individual member of the Association was expected to discuss issues and become familiar with the needs of the schools as quickly as the report was released. Suggestions were invited by the committee, and these became a rich backlog of ideas for use by the committee itself. This technique, carefully developed over the years, had brought genuine public concern for

the needs of Florida's schools. Pronouncements heard frequently were:

Overcrowding has become almost a rule instead of an exception in many counties.

Florida has increased its appropriation for schools considerably, but by comparison with other states, its ranking is still low in expenditures per child for operating the public schools.

... financing Florida schools is a joint county-state project, and from county-state funds there should be available enough money to equal the national average in expenditure per child.

Salary schedules in this State must be raised as quickly as possible to provide \$4200 for beginning teachers who are college graduates, with a promise of maximums above \$7000.

The committee emphasized over and over that total expenditures for education in Florida have increased greatly since 1947, but that efforts to provide educational opportunities during this period have largely been absorbed by unprecedented and unpredictable increases in school population. "Moreover, all increases in expenditures have not kept pace with the cost of providing additional services."

As a result of the careful study and planning of this committee, FEA and the Continuing Educational Council presented a forward looking and far-reaching set of proposals to the 1957 Legislature. In publicizing these proposals, the people had been told very frankly that such a program would cost approximately 80 million dollars per year additional.

Some of the factors which contributed to the adoption by the Legislature of the educational improvements of 1957 were:

The *Governor*, through his many years of experience in the Legislature, had been a champion of good schools. He was thoroughly familiar with the problems and understood the needs. The *Legislature* proved to be one of the best informed of recent times concerning school matters, while *the public* was demanding additional support for schools, and expressing a willingness to bear the cost.

A bulletin—*How to Obtain and Hold Good Teachers in Florida Schools*—published in 1957 by the Continuing Educational Council, was very effective in helping to inform the lay public and the Legislature about the serious problems faced by the profession in obtaining adequate teaching personnel.

After three weeks of maneuvering, during which time legislative hearings gave consideration to many proposed solutions of the needs

of schools, the picture was dark indeed. However, the Governor invited a committee comprised of representatives of the Appropriations Committees of the Senate and the House and representatives of FEA and the State Department of Education to meet with him daily until agreements could be reached and a plan formulated which would be acceptable to himself, the Legislature, and the school group. Because all who participated in these conferences were inspired by a common objective, there resulted after ten days of conferring together the proposals known as the "package program."

Constructive Program Emerges

Briefly, the efforts of the 1957 Legislature marked significant advances in four major areas: (1) increased allocations for salaries more nearly commensurate with professional abilities; (2) improvements in the Teachers Retirement System which rank it among the finest in the nation*; (3) additional school construction funds to be matched by counties; (4) additional revenue made available to county school boards.

Under this new program teachers who have continuing contracts will receive not less than \$4,000 a year. Those who have rendered ten years or more of continuous efficient service in Florida and are on continuing contract will receive not less than \$5,000 a year. (Duly authorized leaves of absence do not break "continuity" requirements for the ten years of continuous service.) To help counties meet these minimum requirements, the Legislature increased Minimum Foundation Program allocations as follows:

\$300 per instruction unit for all ranks.

An additional \$300, or a total of \$600, for each instruction unit sustained by a continuing contract or comparable status in counties with local tenure acts.

Still another \$300 (a total of \$900) for those units sustained by teachers with ten years or more of continuous service, and who are under continuing contract or have comparable status.

County school boards are further authorized to set up career awards for outstanding service for those with more than ten years of continuous service. The law also specifically provides that increments and minimums may be withheld in those cases where the individual teacher's services do not warrant the increase.

The determination of salary schedules remains the responsibility

*For changes in the Teachers Retirement System, see Chapter III, p. 159.

of county school boards. Continuing contracts are not transferable from county to county, and each teacher must earn his right to such a contract in a given county. After he reaches the \$4,000 level (continuing contract), the law requires annual increments up to the \$5,000 level.

In order to help counties meet the above salary increments and develop realistic salary schedules, the Legislature provided additional funds—\$36 million, to be distributed to county school boards on an instruction unit basis. Where all the money allocated to a county is not needed for salaries, it may be used to match state funds for school construction.

The total over-all financial picture provided by the 1957 Legislature for public education may be seen from the figures below:

\$42,454,773	for teachers' salaries
23,065,000	in matching funds for school construction
36,000,000	in new revenue to county school boards for salaries and buildings
34,576,909	for natural increase in Minimum Foundation Program, due to growth and expansion
8,255,499	for junior college construction
3,425,278	for junior college operation
<hr/>	
\$147,777,459	Total appropriation

In order to provide comparable action in the future, the Legislature also set up an Interim Committee on Education to be comprised of six senators, six representatives, and seven laymen appointed by the Governor. This committee was instructed in the law to consult from time to time with representatives of the public schools, the Continuing Educational Council, and the State Department of Education. Thus the Legislature has recognized for the first time the interdependence of all groups in furthering good educational programs for the children of the State.

It is clearly evident that such advances could not have been achieved except for the help of a sympathetic and understanding Governor and a well-informed Legislature inspired by the assurance of strong citizen support. In the words of the Governor, it was the greatest single advance for the state public school system since the passage of the Minimum Foundation Program in 1947.

Members of the Legislature now possess an increasingly clear understanding of the Florida school program, confidence in its educational leadership, and awareness of the importance of good schools

to the future of Florida. Past experience shows that better understanding of the school system by legislators and laymen allays fears, dissolves most of the criticism, and makes them strong friends of education. Further, self-inspection by school people of their programs under the impetus of such general interest and concern can only result in steady professional improvement.

NEW CHALLENGES IN FLORIDA EDUCATION

"Time passes. With its passing arise new challenges to the Florida Education Association. While the basic purposes we serve are persistent, their application to new situations requires much rethinking and planning," said FEA's president in 1948. History records many dark days, but each successful step brought a determination to continue efforts to give to Florida's children the best.

In 1948, FEA's executive secretary wrote, "measured by the Association's legislative program in 1945 and by what was accomplished in 1947, such achievements of former years as an eight months term and \$800 per instruction unit may seem small, but at the time each of these was undertaken, it was a great forward step—carrying Florida schools and the teaching profession to a new high point of achievement."

Going farther back in our history, the School Code Committee of 1937 had written: "What in 1926 seemed an almost insuperable undertaking had been largely achieved by 1934; what in 1934 seemed somewhat formidable, by 1936 had been an assured reality."

Starting almost from scratch some 30 years ago, the program of state-aid to support adequately Florida's public schools has been progressively improved from legislative session to legislative session. The surveys of 1927, 1937, 1947 have suggested ways of providing for Florida children improved schools and for Florida teachers improved working conditions and better salaries. Progress has been ever upward.

The state superintendent in evaluating the Minimum Foundation Program (1947) said that it had "proved to be an effective and successful method of school financing and has resulted in improved educational opportunities for the youth of Florida." He said further:

... it has been tested. It is successful. It has resulted in better schools for our boys and girls and a much higher level of educational achievement is revealed . . .

Many problems still remain in Florida education . . . It may be necessary to further expand the Minimum Foundation Program or to seek new techniques over and beyond the program to solve these problems. But whatever the course, the program provides a steady and firm base for school support in Florida upon which to build.

Florida has had unprecedented growth in the decade ending 1956-57. Many people who came during the war stayed on, others came back, and many thousands more have continued to come to make their homes here. By 1947 there were 448,908 pupils enrolled, but 10 years later this number had increased to 831,846. The increase in 1956-57 over 1955-56 of 9.4% represents 70,852 pupils, a record increase percentage-wise and numerically. During those same years county and state cost of the public schools increased from \$58,305,345 (1947-48) to \$171,834,348 (1956-57).

In 1957 FEA comes to the end of another era. The so-called "package program" was written into law by the 1957 Legislature. In addition to substantial appropriations (see p. 134) which will greatly improve Florida's school system, the Legislature approved an Interim Committee on Education (AP release of July 30, 1957) and instructed that it:

... lay particular stress upon problems of instructional salaries and certification, the recruitment and placement of teachers, greater utilization of existing physical facilities, development of a comprehensive educational system, and such other problems as may become apparent as the study continues.

"In the biggest step since the Minimum Foundation Program," said *The Journal*, "this year's Legislature forged comprehensive machinery for meeting Florida's needs in teacher salaries, school construction, county school revenues, and retirement."

The success which has come to Florida schools is the result of a balanced effort. Programs have been formulated, studied, approved, and promoted by the State Department of Education, the Continuing Educational Council, the Florida School Board Association, and the Florida Education Association. Each of these agencies has been aided and supported by studies conducted by the personnel of schools of education in the Florida institutions of higher learning and by research specialists in the State Department and the FEA.

Since 1886 when the small group banded together at the call of Supt. Russell in DeFuniak Springs and "regularly organized," FEA has faced many periods of "dangerous opportunity," and has seized every opportunity to improve schools in Florida. It has through these more than 70 years, "in season and out, when times were difficult and when good will towards schools was markedly evident, joined forces with all groups dedicated to the cause of childhood and youth and to the welfare of members of the profession."

FEA president in 1949 said:

Education is truly a tremendous force for the cause of humanity. It is the educators who must light the candles of each new generation—who must keep the torch of civilization aflame. The tasks that are involved are prodigious. They call for united efforts, cooperative relationships, coordinated energies, and public understanding. And the means by which these can best be obtained is a strong professional organization. A purposeful, dynamic profession, alerted, informed, and “on the march,” commands respect and achieves its desired objectives.

FEA no longer stands alone in its efforts to promote schools in Florida “equal to the best.”

. . . . Our ultimate goal, to build a strong school system for the youth of our state and our country, can only be obtained step by step through long-range planning. Thus, our Association is striving toward the advancement of teacher welfare and the improvement of the teaching profession.

—Mode L. Stone

A great bulwark of strength

The stature and vitality of the Florida Education Association is heartening. Drawing on the heroic and wise efforts of the past, championed by able and vigorous leadership of today, the association now operates from a position of strength. It has come to maturity. Strong in membership, vindicated by its contribution to the culture of Florida, the Florida Education Association has a respected place as an important and salutary force in building a greater Florida.

Hope for the future

This record of achievement is heartening, but even more encouraging in many respects, is the insight that has come to guide us in the method for making progress. This is transcendently important, for we shall have other mountains to scale in the months and years ahead. Florida has learned to harness the power of an enthusiastic and voluntary partnership between its official and professional leadership on the one hand, and its lay leadership and lay organizations on the other.

Reaching far back into the history of Florida, we can see this potential constructively at work through the Continuing Educational Council and its constituent groups, the Tax Inquiry Council, the Citizens Committee, and numerous other organizations and individuals. This cooperative motif has long been the earmark of progress in Florida education. It offers a bracing and lively hope for the coming years.

. . . Truly, our glory hours have been our hours of pressing on together to greater things for Florida and its youth. Let us never become complacent with past achievements but keep to the open road with our faces toward the future. The same ideal of faith and service which has lighted our pathway through the trials of the past may well be our polestar as we march into an even more promising future.

—Edwin B. Browning

CHAPTER III

THE F. E. A. AND TEACHER WELFARE

By Mrs. Blanche Daughtrey, M. M. Ferguson, Mrs. Sarah
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Marguerite Morse, and A. L. Vergason

CERTIFICATION AND TRAINING
TEACHER LOAD AND SALARY SCHEDULES
CODE OF ETHICS
RETIREMENT
CONTINUING CONTRACT
SICK LEAVE AND OTHER TYPES OF LEAVE
CREDIT UNIONS
PROFESSIONAL GROWTH

3

Teacher Welfare

IMPROVEMENT OF TEACHER WELFARE has come about only in relatively recent years and has consisted of a series of steps rather than sweeping changes in policy. It was realized by all that successful promotion of teacher welfare could be achieved only when there was a high degree of unity among all members of the profession and when the profession had reached such status that its recommendations concerning teacher welfare would be accepted. Therefore, early efforts were directed toward unifying and developing common viewpoints within the total profession.

Then was begun the long and still continuing task of promoting professional welfare through salary, retirement, continuing contract, and other benefits essential to the healthy growth of the teaching profession. It is still an objective that the benefits which will result from this continuing program to improve schools through promoting professional welfare will go to all educators alike.

In the 1930's there came a dramatic change in emphasis. Leaders in education came to realize that welfare of the teacher and welfare of the pupil were so closely interwoven that what affected one would have definite effect upon the other.

Since the early 20's, committees have made many studies, discussions have been planned, and conclusions drawn at the various conferences, workshops, and meetings where teachers and school officials have come together. FEA has been intent on raising standards for the total profession and on providing better working conditions and incentives for the professional teacher.

Today, the teachers of Florida enjoy the benefits of one of the best retirement systems in the nation, of liberal sick leave and other "leave" provisions, of continuing contract, and of scientifically developed salary schedules with improved benefits as qualifications are improved. They enjoy certification laws which protect the qualified teacher, and in-service training programs which help teachers to improve their status. Salary surveys are made annually for information of the various counties, and teachers are encouraged under the provisions of the Minimum Foundation Program to raise their own levels of training.

By 1956 the Association had developed a statement of desirable employer-employee relationship, as well as a policy under which committees of the Association are made available to individuals or organizations, or to school boards, for investigation and evaluation of a problem situation between the professional and the employing agency.

In addition, specialists from the FEA staff are available to individuals and to local associations to help in the practical application of laws and regulations governing most of these items of Teacher Welfare.

CERTIFICATION AND TRAINING

By 1927¹ the state superintendent advocated "a complete revision of our system so that training, *not* examination, should be emphasized. Also, that there should be a minimum salary for holders of each kind of certificate." This action was approved by county superintendents and members of school boards, and *The Journal* for March, 1927, declared that "if these proposals are accepted, it will be a great step forward." Several months later, *The Journal* (November, 1927) said:

The principle that evidently underlies the licensing of teachers, or the certification of teachers, as it is termed in Florida, has two aspects: (1) such a measure protects the public from those who are unqualified or unworthy to teach, and (2) it protects also the teacher who is able to qualify so that he does not have to meet unfair competition.

Results of examinations continued to show that large percentages of untrained persons failed to pass the examinations, and a comparison from year to year revealed that more and more prospective teachers were availing themselves of the various facilities for training which had been set up by the Legislature. FEA continued to work for "an

¹For FEA action on Certification and Training during years prior to 1927, see "Proto" History, Chapter 1, pages 1 to 75.

adequately trained teacher in every Florida schoolroom," and stressed in its annual meetings the importance of certified teachers in the public schools.

The trend toward training rather than examination was encouraging, and reports in 1931-32 showed that 24 per cent of those who received certificates were graduates of standard normal schools and 24 per cent were college graduates, while statistics for 1912-13² showed that approximately 20 per cent of the teachers were reported as normal school graduates. Probably some of this 20 per cent were graduates of schools whose training approximated the junior or senior high school level.

FEA, through its various committees, has worked consistently to secure better preparation for the teachers of the State. Individual teachers have recognized the professional character of teaching and through their Association have worked to build and to strengthen the profession and to develop improved standards for the teaching profession as a whole.

Most far-reaching and of greatest importance to the teaching profession in Florida was a report in February, 1935, of the Department of Classroom Teachers on "Teacher Qualifications." This report, endorsed by the Florida Education Association and the Continuing Educational Council, recommended that (1) on July 1, 1935, certification by examination be abolished except for special certificates, (2) on and after July 1, 1937, all beginning white teachers must have four years of professional training in a recognized college, and (3) on or after July 1, 1941, all beginning teachers should have, in addition to the four years of professional training in a recognized college, one year of apprenticeship. To supplement these three items bearing directly on certification, it recommended that institutions preparing people to teach be empowered by the Legislature to exercise a high degree of selectivity in candidates in the field, and that teachers now in service work continuously and consistently toward meeting these requirements.³

This action revealed in new and convincing fashion that Florida teachers in the rank and file are entirely capable of being highly professional and are desirous of maintaining high standards for themselves.

Although some progress had been made up to that time toward improving the training and certification of teachers, this recommendation coming from classroom teachers themselves carried great significance. It set a definite goal toward which to work and served as a

²*The Journal*, March, 1934, p. 29

³*Ibid*, February, 1935, p. 15

guide for the State Board of Education and for the Association in planning improvements in the field where great strides were made in the following decade.

A detailed analysis of the competitive supply of teachers in Florida holding certificates under the several state regulations was included in a bulletin entitled "Certification of Florida Teachers." This study, published by the State Department of Education and the School of Education, FSCW, in September, 1934, showed that:

Further issuance of first, second, and third grade certificates based on examination alone could be discontinued immediately without reduction in the necessary or desirable teacher supply. By 1940 the number of available four-year graduates will be enough (81 per cent of the probable positions) to warrant consideration of a plan to discontinue further issuance based on two-year training.⁴

In 1939, Florida Education Association approved a resolution of the Teacher Training Section which asked: (a) that the 1939 Code place all details of certification in the hands of the State Board of Education, (b) that the State Board revise types of certificates so that they will clearly indicate the preparation of the teacher and the field of service for which prepared, (c) that State Board regulations include observation and practice teaching among requirements for certification, (d) that County Boards work as rapidly as possible toward a policy of employing no new teachers with less than four years of college training, (e) that State Board establish a regulation requiring teachers to have not less than two-year college training or its equivalent by 1942, three years of college training by 1945, and four years of college training by 1948. It was no longer necessary to have life certificates confirmed every five years, and the State Board had established four methods by which certificates might be kept alive—extension, renewal, conversion into professional certificates, and by conversion into life certificates.⁵

The School Code (1939) made a number of changes in types of certificates, i.e., Graduate (to replace former Graduate State), Undergraduate, Professional, Provisional, and Emergency, and changed the minimum age limit to 18 years. (After July 1, 1941, the age limit was changed to 20.) It provided, also, for only one type of certificate by examination—the Special Certificate—and, that there would be no more examinations given for first, second, and third grade, primary or professional certificates.

⁴Ibid, April 1935, p. 24

⁵"Keep Your Certificates Valid," by Ben J. Perloff. *The Journal*, March, 1942, p. 27

No further major amendments were made in regulations governing the issuance of certificates based on college credits and on examinations until 1947. In that year, through State Board regulations, Post-Graduate and Advanced Post-Graduate certificates and the Provisional were added. Although changes were not made in certification, much planning was done by FEA, the State Department, and the institutions of higher learning during these years for improvement in teaching—both pre-service and in-service.

The 1947 Education Act was a decisive victory in the educational field. It provided for ranking of all certificates under the Florida Minimum Foundation Program (See Chap. 2, p. 117).

This act also provided amendments to certification laws, viz: (1) granting Post Graduate and Advanced Post Graduate Certificates, and (2) replacing Provisional Certificate with Provisional Graduate Certificate. At the same time a regulation governing certification by examination was changed to provide special certificates based on National Teacher Examination only.

The provisions of the 1947 Education Act were intended not only to stimulate teachers to improve themselves through study in extension courses, summer school classes, county workshops, pre-session and post-session study groups, but also to place a responsibility on the institutions of higher learning to expand their programs and offer to teachers every opportunity to improve their status through profitable educational experiences.

The result of these activities caused the state superintendent to say in his report to the annual FEA convention in 1950:

Our teachers have taken seriously the admonition to become better trained in order to render greater service to the children of Florida. Little more than three years ago only 62 per cent of our teachers were college graduates. Today approximately 87 per cent have graduated from college.⁶

By 1956-57, approximately 98 per cent of Florida teachers had four years of college, which places Florida among the leading states in the nation in teacher preparation.

TEACHER LOAD AND SALARY SCHEDULES

Teacher Load

It is significant that the question of teacher load was not recognized as a particular problem until the early nineteen thirties when the pinch of the depression added to already heavy classes. The re-

⁶*The Journal* for May, 1950, p. 10

port⁷ of a special committee indicated certain evident trends, viz: (a) in smaller schools, increases in average class-size ran from 45% to 65% in 1933-34 over 1931-32 and the increase was even greater in the larger schools and (b) in city high schools, teacher assignments went from five (5) to six (6) classes per day. In Miami, it was reported that "Each teacher is expected to have on the average 35 to 40 pupils per class, thus making the number 210 and upwards coming under her direction each day." Superintendent Fisher stated that "Dade County had not reduced its teachers' salaries and had chosen to increase the load rather than decrease the salary." The teaching load of principals was increased and teaching positions in physical education and music eliminated in many cases, thus crowding more pupils into the remaining classes. In 1933-34, there were 6,250 more pupils than the previous year; 182 fewer white teachers were employed.⁸

In 1936, FEA Committee on Teaching Load found itself without sufficient information with which to prepare a report, but a recommendation was made for the continuance of its work.

In 1945, the Association asked the Legislature to enact a six-point program in which one item was reduction of teacher load.⁹ It should be observed that another item, "Creation of Administrative and Special Instructional Service Units," was to help achieve the same ends.

"The change in the law (1945), which reduced the teacher-pupil load," said the Florida Citizens Committee on Education,¹⁰ "was a desirable provision and when it is more generally complied with, will go far toward reducing the class-load in those counties where the load is excessive."

Mounting concern for the quality of education as affected by over-size classes continued to grow, however, and in the 1946 report on School Conditions¹¹ a reduction in teaching load was set forth as one of the major objectives to which the Association should address itself. The Continuing Educational Council also spoke out vigorously on teacher load at this same time. Indeed, the entire educational leadership of the State recognized the matter of teacher load as one of the prime considerations in securing more effective schools.

In report of the Resolutions Committee, March, 1955,¹² a call was made for concerted efforts to help do something about the widespread heavy turnover of teaching personnel in the State of Florida, and it

⁷Reports of Committees, *The Journal*, January, 1934, p. 18

⁸*The Journal*, February, 1935, p. 22

⁹*Ibid*, January, 1948, p. 16

¹⁰*Education and the Future of Florida*, p. 158

¹¹*The Journal* for May, 1946, p. 7-10

¹²*Ibid*, April, 1955, p. 7

is to be noted that recommendations for strengthening teacher morale included the reducing of class-loads, as well as improving working conditions and increasing salaries. However, the shortage of teachers and of classrooms has continued to add more pupils per teacher. Much of the progress that had been made is not apparent simply because the unprecedented upturn in the birth rate, plus increased immigration to Florida, has offset much of the gain.

Salary Schedules

Teachers' salaries, though always notably inadequate, were rather taken-for-granted in the first quarter of this century. The profession, being much less well organized at that time, was largely dependent upon local efforts in the period antedating the assumption of joint responsibility by the State. It is interesting to observe that in 1924 concern for one aspect of the problem is reflected by an article sent to *The Journal* for publication on the subject, "Best Method of Rating a Teacher's Efficiency."

The most significant early development in the thinking about salary schedules was that they should be "uniform." Great progress was made in the decade 1925-35. The following excerpt comes from report¹³ of a committee in 1925 on "Uniform Salary Schedule for Teachers":

We favor the adoption of a salary schedule in every county because—

1. It provides recognition of differences in the abilities of teachers.
2. It offers to teachers an incentive to remain in the county and to make professional improvement.

We favor the adoption of the *Single Salary Schedule* because this enables a teacher to be kept in work for which she is best fitted and which she prefers to do. This means, for instance, that your committee considers a college graduate who is doing successfully her work in the fourth grade just as deserving of compensation as if she were promoted to the seventh grade or to the high school.

This committee suggested that certain factors form the basis for a salary schedule, i.e., (1) education, (2) professional training, (3) experience, and (4) instruction skill, and went on to say that "Assuming certain educational qualifications as a prerequisite to appointment, a teacher would be entitled to a specified minimum salary as a beginning teacher." It recommended that "in all counties where it is possible, graduation from high school or the equivalent be made a prerequisite

¹³Minutes of convention County Supts. and School Board Members, March 11-12, 1925, Jacksonville in *The Journal*, May, 1925, p. 10

to appointment as a teacher," and for each year of normal training additional salary should be granted.

It is noted that the period starting with 1925 was one of much concern about salaries. The Association waged an unceasing campaign to bring salaries up to a professional level. A resolution in FEA meeting of 1925-26¹⁴ directed FEA president to appoint a committee of five classroom teachers to make a thorough study of this whole subject because "the problem of adequate salaries for teachers and the financial support of the schools which will make such salaries possible, is one of the paramount issues facing the public school system of Florida today."

This committee had been asked especially to consider three phases of the question: (a) a state-wide minimum salary, (b) methods of securing the increase in revenue which is necessary before salary increases can occur, including possible new sources of school support, and (c) procedures for developing local salary schedules. Such a study was considered very important, and the executive committee was directed to make appropriation for necessary clerical help and other expenses of this special committee.

In *The Journal* for March, 1926, the editor declared,

Florida is facing its greatest opportunity educationally speaking. In no way can it do more than by improving the personnel of its teaching force.

We stand for the increase of teachers' salaries all along the line from the kindergarten through the university . . .

And again in June, 1926, in an editorial entitled "Teachers' Salaries Again," he said:

. . . We hope that the county superintendent and those in authority to select teachers will realize, as never before, the great importance of paying sufficiently high salaries to attract to the profession men and women of high ability. As one of the county superintendents, quoted recently in an issue of *The Journal*, said, "it is not considered absurd to pay plasterers, painters, carpenters, masons, etc. \$7, \$8, \$10, even \$15 a day, but \$5 a day for the classroom teacher is a very high salary in the minds of some."

The report of the Salary Study Committee¹⁵ in early 1927, recommended:

1. That the minimum salary of a teacher in the public schools of Florida be \$800 per year, provided the teacher has at least a two year normal school training, and
2. That the minimum annual increment be \$100.

¹⁴*The Journal*, February, 1926, p. 6

¹⁵*The Journal*, February, 1927, p. 5

It recommended the "Single Salary Schedule" and defined it, i.e.,

A schedule which pays the same salary to teachers with equal training and experience regardless of whether they teach in elementary, junior, or senior high school, and which pays larger salaries to teachers in similar positions who possess larger amounts of academic and professional training.

On occasions, the press pointed out the desirability of a single salary schedule. One newspaper called attention to the fact that it was customary to pay to high school teachers higher salaries regardless of extent of training. The article went on to say "the single-salary schedule . . . providing equal pay for equal training and experience whether the teacher teaches in an elementary or in a high school, is growing in favor among city boards of education."¹⁶

When the 1931 statute, which defined the Instruction Unit and which set up the plan of state-aid, was written, there was some confusion about whether the full amount of \$800 per instruction unit should apply to each teacher's salary. However, the statute was so written as to enable county school boards to adopt salary schedules rather than to pay at the rate of \$800 per teacher. FEA considered that there were good and necessary reasons for this, and that boards must have opportunity to build salary schedules which would enable them to start inexperienced teachers or teachers of relatively limited amount of training on a low schedule which would range upward for teachers of more experience and training. "It can be seen, therefore," said *The Journal* several years later, "why this opportunity for county boards to use discretion in building a salary schedule with payments that range both below and above \$800 is a wise provision."

In 1932, however, drastic salary reductions went into effect in most sections of the State, state-aid was far below the amount appropriated for teachers' salaries, and local tax money continued to decrease. Because of the depression, recovery was a long slow process running through the balance of the decade, but FEA continued to hold as its main objective "a guaranteed figure of state-aid to provide an acceptable level of school operation for all the pupils and teachers of all the counties."¹⁷ And one of the most concise statements for the single salary schedule¹⁸ was made by the chairman of the Department of Classroom Teachers in 1934:

The single-salary schedule is an outgrowth of the need for providing a stimulus for permanency in the teaching corps and as a ready device for

¹⁶*Orlando Sentinel* as reported in *The Journal*, October, 1928, p. 19

¹⁷*The Journal*, March, 1935, p. 11

¹⁸*Ibid*, June, 1934, p. 15

promotion . . . the basic principle behind the single salary schedule is that the salary paid to a teacher should be in direct relationship to her worth as a teacher.

Backed by all school forces, amendments were offered in the 1937 Legislature to the law which provided for establishment of a budget system, and these included a requirement that each school board must submit salary schedules to the State Board of Education. They also required that school boards may not carry over balances of state-aid money, and that total payments to teachers may not be less than the amounts received from the State for the Teachers Salary Fund. This change in the budget law was one of the recommendations of the School Code Committee which committee included presidents of FEA and the Florida School Board Association and many members of the Continuing Educational Council. It was considered a very important step in the direction of proper financial management of the county school system and a most necessary safeguard to teachers.

In its sixth annual report the next year, the Continuing Educational Council expressed approval of the provision in Florida's Budget Law which requires county boards to adopt salary schedules founded on training and experience, and recommended that county boards adopt a policy of putting elementary teachers on an equal basis in their salary schedules with junior and senior high school teachers. This was followed shortly thereafter by an FEA resolution requesting county school boards to do this.

Some salary schedules made provisions for supplementing certain teachers for extra or superior service, but this tended only to create dissatisfaction among teachers and placed principals and superintendents in untenable positions.

While the law governing salary schedules was closely adhered to, sufficient funds were not available during the war years to hold the well qualified teachers in the classrooms. This brought severe hardship to school boards, to teachers, and to the students.

Single salary schedules were operating in most of the counties in the early 1940's but it was not until 1947 that salary schedules of necessity became single salary schedules, at least within the races and with a rapid decline in the differentials in the salaries paid white and Negro teachers. The Minimum Foundation Program of that year required that salary schedules reflect training and experience, and when it became necessary to justify a salary on training and experience, the inevitable result was the single salary schedule. A few counties included other factors such as personality, special abilities, and other things in a rating scale, but in the main from then until now salary

schedules have reflected largely the professional qualifications of the employees.

Under this 1947 program teachers were classified according to rank—ranging from Rank I (highest) to Rank V, and each rank was given a fixed value. This plan stimulated professional growth within the profession since the Foundation Program funds were distributed according to rank values, and teachers were allowed to advance their rank as they acquired additional training.

Several times in the decade of 1947 to 1957, the Legislature provided additional funds for teachers' salaries. Since these additional amounts were permanent increases and affected each rank in like manner, it changed only the amount of the salary, but in no wise altered the schedule under which salaries were paid.

Beginning in 1957, salary schedules in addition to the foregoing, must reflect successful teaching as indicated by the award of a Continuing Contract and successive years of service to the State of Florida.¹⁹ After a \$4,000 minimum level is reached, annual increments are required by law until the \$5,000 minimum level has become effective. This \$5,000 minimum is based upon ten years of continuous efficient service in the State, regardless of the number of counties in which the individual has served, provided that the individual holds a continuing contract in his county.

While determination of salary schedules remains the responsibility of the county school boards, under this new program counties will be able to provide due recognition for prior experience, and the county boards will be furnished with sources of revenue which should guarantee the minimum salary levels stated in the salary bill.

Since 1937 when school boards were directed²⁰ by the Legislature to "adopt a salary schedule or schedules to be used as a basis for paying members of the instructional staff and other school employees, such schedules to be arranged, insofar as practicable, so as to furnish incentive for improvement in training and for continued and efficient service," FEA has worked diligently not only for salaries commensurate with training and experience, but for safeguarding the payment of those salaries.

CODE OF ETHICS

"It is not necessary to stumble along in this fashion," said Mrs. Dorothy Phipps, FEA Director, in addressing elected leaders in FEA's 1952 School of Instruction, "for a Code of Ethics can, if accepted

¹⁹*The Journal*, September, 1957, p. 8

²⁰Florida Statutes, Section 230.23, (7) Par. F

without reserve, light the way, and when personal judgment falters, can help the teacher do the correct thing deliberately and intelligently."²¹ The records indicate that Codes of Ethics have been proposed, studied and discussed, and adopted from time to time in Florida over a period of many years.

Before the turn of the century H. E. Graham, DeFuniak State Normal School, then president of the Florida State Teachers Association, advocated that teachers give attention to ethics.²² It was some years later, 1924 in fact, that a committee presented its proposal to the forty-first annual meeting of the Association (1925).²³

Proposed codes were printed in *The Journal* for April, 1925; March, 1926; and February, 1927. The first of these had been prepared for Duval County; the two following were proposed for the State as a whole. The activities of the committee caused teachers to become more aware of the value of a code of ethics for members of the teaching profession.

Records do not indicate whether this Code actually was adopted by the State Association, but apparently it was accepted by the teachers and the Association because it was printed again in *The Journal* for March, 1934. A decade later, teachers were beginning to feel that a revision of the Code would be desirable, and the Classroom Teachers Department appointed a committee to prepare such a revision. They believed that a Code of Ethics for teachers, principals, superintendents, and school boards would create better relations and promote higher professional standards.

A new Code was presented by this committee to the 1938 annual convention for discussion and consideration and was adopted by Florida teachers and administrators at Tampa in March, 1939. Its preamble contained this pertinent statement: "Codes are regarded as guides to intelligent action in situations which involve human relationships."

Since Codes of Ethics for teachers have the same general purpose, namely a statement of principles of conduct in relation to those with whom they are associated and whom they serve professionally, they differ more in form than in content. FEA's first code (1927) was written using the following sub-heads: courtesy, loyalty, honesty, cooperation, and compensation. The 1939 code sets forth professional attitudes and relationships of teachers (1) toward pupils, (2) toward community, and (3) toward the profession. The most recent code for

²¹*The Journal*, October, 1952, p. 10

²²*Florida School Exponent*, February, 1897, p. 4

²³*The Journal*, April, 1925, p. 23

Florida teachers (1954), however, departs from the earlier forms and states the principles somewhat as a credo. (See Appendix, page 291)

During the year 1939-40, a special committee of the Florida Education Association, studying the full problem and implications of Continuity of Service, recommended²⁴ the establishment of an ethics group to review dismissals. Its report also considered in detail the organization and functioning of an Ethics Committee on state and district levels which would serve as agent to study ethical practices and propose solutions to problems arising from unfair practices regarding the dismissal of teachers.

When this report was adopted by the convention, FEA accepted the challenge and set up such a committee.²⁵ Many conferences were held and much work was done on this difficult assignment. As the study progressed, however, there were court decisions and changes in the Continuity of Service plan (now the Continuing Contract Law) which altered the objectives of the committee's assignment. Need for the plan as developed by the committee being greatly diminished, it brought its work to a close (1950).

In 1952, the Association accepted a recommendation of its current Ethics Committee that it "publish and place in the hands of every Florida teacher an attractive booklet containing the Association's Code of Ethics." At the same time the committee suggested that such material be made the basis of study in pre-school workshops and all other workshops, and in individual faculty meetings.

For a whole year the proposed Code of Ethics was studied in faculty and county meetings and in district meetings; and, generally speaking, it became "an integral part" of the individual teachers' "conscious behavior pattern." It was formally adopted in 1954. A summary of this Code of Ethics is now part of the membership card.

In 1958, only slight changes were made which included setting up a "Preamble." (See p. 291)

RETIREMENT

The first organized effort for a teachers' retirement system was begun in 1926 at a conference of High School Principals in Gainesville, when a committee was authorized to "investigate teacher retirement fund laws with a view to preparing a law suitable to Florida."²⁶

Prior to this time several attempts had been made to center attention on teacher retirement. In the 1910 Minutes, one reads of

²⁴Ibid, October, 1940, pp. 14 to 31

²⁵Ibid, February, 1941, p. 5

²⁶*The Journal*, June, 1926, p. 13

an early attempt to prepare a teachers' retirement bill; and in 1919 State Superintendent Sheats spoke out for pensions for teachers. The first retirement bill, written by W. S. Cawthon, then State High School inspector, was accepted by the House in the 1921 session of the Legislature, but did not pass the Senate. It "had gained considerable attention" of citizens and legislators, but "failed of passage largely because teachers themselves did not give it their support."²⁷ In 1925, a conference of County Superintendents and School Board Members called for a "Teachers Pension Law for aged, retired teachers."²⁸

Following the Principals' Conference at Gainesville (1926), a committee of three was appointed with R. J. Longstreet as chairman, to draft a retirement law. When the FEA met in Tallahassee in the following December, the proposed law was discussed at a general session and a resolution was adopted asking that the Executive Committee print copies for general distribution. The resolution also asked the Legislature to appropriate money (\$5,000) for a necessary actuarial survey.

When FEA's president appointed a committee the next year, he called on Mr. Longstreet to serve as chairman and continue the work already started in 1926. The law proposed by this committee was printed in *The Journal* of FEA, November, 1927, and at its Tampa meeting the next month the delegate assembly approved the proposed law as written.

Since Mr. Longstreet had headed the three-man committee for the Principals' Conference, he had given much time to the study of retirement before the FEA committee began its work. He had studied legislation in the 22 states where retirement laws were operating; he had sought help from the Carnegie Foundation for the Advancement of Teaching; he had studied reports of the NEA Committee on Teachers Retirement Laws; and he had interviewed George B. Buck, Actuary, in New York City. The activities of 1926-27 proved to be only the beginning of a long struggle to establish a Teachers Retirement System in Florida.

The next step was taken in the fall of 1928 when a questionnaire was sent, via county superintendents to all teachers in Florida, requesting necessary data for the work of the actuary. An urgent appeal was made for 100% return of these data cards, but by March, 1929, only 7,400 of the 9,500 teachers had made returns. Some counties did not return a single card. This reflected a lack of professional interest

²⁷Ibid, November, 1927, p. 11

²⁸Ibid, May, 1925, p. 11

and solidarity in the matter and made it impossible for the Association to ask the 1929 Legislature to enact a retirement bill. This second failure, caused by disinterest on the part of the profession itself (the first having been in 1921 when a retirement bill was introduced), postponed for Florida teachers the benefits of a retirement system for another decade.

Before the convening of another Legislature a nation-wide depression had brought about acute financial conclusions in the State and nation, and the need of more state-aid money for operation of a full term of school had emerged as a compelling issue. In a brief history of retirement, *The Journal* for January, 1948, said:

By common consent of the membership, Retirement plans were postponed and all efforts of the Association were centered on a "large state-aid appropriation" in order "to help every county give a full 8 months term of school." Not until after the \$800 per Instruction Unit had been established as "an annual and continuing appropriation" in 1935-36 did the Association revert to its plan to establish retirement.

The Legislature of 1931 did pass a teacher pension act²⁹ which provided a pension of \$40 per month for public school teachers who had taught in the State for 35 years, and who were disabled and without means of support. Although this meant that a teacher must declare himself a pauper, a number of pensions were granted immediately after its passage and for the next several years. FEA did not sponsor this bill.

The 1934 annual convention of FEA adopted a resolution that "in view of the prevailing economic conditions" the 1931 "pauper act" should be continued as a temporary measure, but that it should be amended so that each retired teacher should receive a pension which would be equal to one-half of the average salary for the last five years of service; also, that "as much as 15 years of service outside the State of Florida be permitted to count as a portion of the 35 years teaching required of applicants for a pension."³⁰

FEA committees on retirement continued to study and make recommendations, and as the emergencies of the great depression began to abate, the Board of Directors (formerly the Executive Committee) reverted to its plan to establish retirement. "In 1936 all the Association's reserve funds were devoted to employing Geo. B. Buck of New York and conducting a state-wide actuarial survey of teachers of both races on which to base the Retirement Bill." New data cards were sent out to the teachers, and by the end of the year 10,800 had

²⁹"Pension Bill," *The Journal*, October, 1931, p. 8

³⁰*The Journal*, January, 1934, p. 19

been returned of the 12,400 white and Negro teachers in Florida's public school system. As soon as this figure reached 93%, the actuary went to work.

The Retirement Committee, working with the Legislative Committee, met with great difficulties in the 1937 session of the Legislature. A modified retirement bill, including classroom teachers only, was passed; but it was promptly vetoed by an irate governor. A second bill, written to meet the Governor's objections, passed late in that same session; but it, too, suffered the same fate and was vetoed after the close of the Legislature.

FEA marshalled its total strength for the 1939 session; and when it was recognized that there was sufficient support in the Legislature to override the veto of 1937, an improved bill, including principals and supervisors, was introduced. Teachers in the institutions of higher learning were not, at that time, interested in joining FEA in these efforts.

The act passed by the 1939 session left much to be desired. It set up a system which limited retirement benefits to a base salary of \$1200, and permitted retirement only after age 60. But the attitude of some legislators was so inimical that it was thought better to accept half a loaf. One senator called the school forces "a most powerful and vicious lobby." Another voted "no" because he considered the bill "class legislation."

This victory, though modest, was not assured, although the bill did become law in May, 1939. Its operation was delayed for months because the Governor did not see fit to release to it any money. It was not until October that he called a meeting of the Board of Trustees of the Retirement System in order to put the system, poor as it was, into effect. He approved monthly allotment of \$2,000 and agreed that salary deductions should start on January 15, 1940. This amount was barely sufficient to pay \$40 per month to teachers then over 70 years of age. In April of 1940, however, he was persuaded to double the monthly appropriation, and to appoint as the law required, two teacher members.³¹

The Journal for June announced that "monthly checks ranging in amounts from \$17.56 to \$72.85 are going regularly to teachers who are now on retirement," and that "others will be added to this list as rapidly as their applications are completed." It was announced that the Board of Trustees of the Florida Teachers Retirement System would be held in the near future, and that R. J. Longstreet and Miss Hortense Broward, teacher members of the Board, would be present.

³¹*The Journal*, April, 1940, p. 28

Mr. Longstreet pointed out that James S. Rickards was "the only one who was with the effort from the beginning and to whom most of the credit is due."³²

By the end of 1940 the teachers' retirement system had 71 retired for age and 22 for disability, and 87.6% of Florida's teachers were members. In its inception, membership was not obligatory. Some teachers who, in 1939, had refused to aid in the efforts to establish the system regretted their decision, and many of these later requested that the act be amended to open the way for delayed membership in the system. Because those who had worked diligently for a Teachers Retirement System wanted it to serve *all* of the teachers, if possible, the committee was pleased to acquiesce.

Each succeeding session of the Legislature brought some improvements:

1. The 1943 Legislature raised the "ceiling" of participation to \$1500. (On June 30 of that year, there were 265 teachers enjoying the benefits of retirement.)

2. In 1945 at request of the Retirement Committee, the Legislature amended the law; i.e., (1) guaranteed a minimum benefit of \$50 per month to all teachers with 35 years or more of service, (2) raised the "ceiling" of participation to \$3,000, (3) provided for retirement at age 55 with 30 years of service, (4) admitted to membership certain employees of county boards and the State Board, (5) lowered to ten years the minimum service for disability benefits. (By the fall of 1946, 628 retired teachers were receiving average monthly benefits of approximately \$51.00.)

3. The 1947 Legislature completed the structure of the retirement system by the following amendments requested by the Association through its committee: (1) raised the "ceiling" of participation to \$3600, (2) based retirement pay on the best ten years of salary rather than on the last ten years, (3) provided for retirement after 25 years of service to those who have reached 50 years of age, and (4) placed a "floor" of \$75 per month for those who have had 35 years of experience and have reached age 55.

With these 1947 amendments, the auditor said that Florida's retirement system was "one of the best in the nation." We now had four optional plans (Section 238.07 (2) (a, b, and c), Florida Statutes) for retirement, viz: (1) at age 60, (2) at age 55 with 35 years of service, (3) at age 55 with 30 years of service, and (4) at age 50 with 25 years of ser-

³²Letter from R. J. Longstreet to Neil Childers

vice. (By the end of that year there were nearly one thousand retired teachers, one of whom was receiving a monthly benefit of \$250.45.)

The teachers had contributed nearly ten million dollars to the system. There arose some unrest because the State had never contributed amounts equal to those deducted from teachers' salaries. It was announced that the State was some "ten million dollars behind," hence at its 1948 annual meeting, FEA asked the Legislature to "begin now and set up each year a limited amount in the Pension Accumulation Fund . . . until there is a reasonable reserve established in this Fund." Thus far in the operation of the system, the money to pay benefits had been a biennial appropriation, and teachers felt that the whole system would be a bit more secure if at least a few hundred thousand dollars were set up alongside their own contributions.

The 1949 Legislature proceeded to better our "best" system by basing benefits on the "ten best years," setting the "ceiling" at \$5,000, and placing a "floor" of \$100 for all teachers with 30 years or more of service.

In the 1951 session, a special committee was appointed by the Legislature to study the whole retirement business—both state employees and public school teachers, and to report in 1953. This ended the first twelve years under teachers' retirement. In that time teachers had received \$5,789,545 in benefits. It should be noted that these teachers who were old and gray in the service in 1939 (when the system started) paid in only \$377,903. Thus were "accrued liabilities" properly cared for, as in all sound retirement systems.

The 12th year ended with 1,766 retired teachers receiving an average benefit of \$95. One who had taught 40 years received \$341. The system in 1951 had 25,000 members and the cost to the State of administering the business was \$60,000 annually.

A special commission was appointed by the 1953 session of the Legislature to report on a uniform retirement system for all employees of the State. A fringe benefit gained that year for retired teachers was a change in the law allowing them to serve as substitute teachers and be paid for services up to 60 days of the school year.

The 1955 session of the Legislature decided to make retirement benefits the same for state employees and teachers with one rate of contribution for all members. Contributions are hereafter to be 6.00% of total salary, and retirement benefits upon retirement after age 60 are to be calculated on the basis of 2.00% of average final salary for each year of service credit. Retirement as early as age 55 is offered with reduced benefits. Other features common to retirement systems, and ours of 1939, are retained in this general act. All teachers who enter the profession in Florida after July 1, 1955 become members

of the new plan, and in time those under the old plans will have been retired.

A most significant change in the Retirement System, approved by the Legislature in 1957, is the addition of survivors' benefits. These include a \$500 death benefit for teachers with at least three years of service in Florida, and in addition, \$100 per month for life for dependent widow or widower 50 to 65 years of age. Special benefits are provided for dependent child or children, up to a maximum of \$200 a month for two or more children. Beyond 65 years of age dependency is not a factor.

CONTINUITY OF SERVICE AND CONTINUING CONTRACT

The truly professional educator in Florida has long believed that security in his or her position would mean a better teacher and a better profession. FEA, as early as 1928, in its platform of purposes, stated that it was "working for tenure provisions for the efficient teacher to insure stability in position."

In May, 1929, the editorial page consisted of quotes from educational journals in other states, all substantiating the desirability of teacher tenure. One particularly interesting statement pointed out the fact that as early as 1778 leaders concerned with education had expressed the need of stability for the teachers as vs. the "transient teacher." Pinpointing all these arguments to conditions of the day in Florida, the editorial closed with the banner statement; "The children of Florida deserve teachers that have the assurance of permanency in their positions. The best interests of Florida's children demand it."

Putting thinking into action, the Resolutions Committee of FEA annual session held in Orlando in November, 1930, incorporated the following section in its report which was approved by the Assembly:

Whereas, Florida has no adequate teacher tenure law now in effect, and

Whereas, there is an urgent need for such legislation for the stabilization of the teaching profession,

Therefore, Be it Resolved: That the president of the Florida Education Association be instructed to appoint a committee to study teacher tenure laws of other states and the problem of teacher tenure in Florida, to report at the next meeting of FEA.

In 1931, a tenure bill sponsored by the Tampa Teachers' Club was introduced in both the Senate and the House. Its intent was to guarantee permanent employment after three years probation, subject to dismissal for cause; and to have due notice of and hearing pertaining to cause.

Among committees listed to be appointed in 1933 was a tenure committee whose duties would be as follows:

Ascertain from NEA and other sources what the best thought is regarding tenure, make a preliminary study of the Florida situation, ascertain public and official opinion as well as teacher opinion, and make such report at the annual meeting as time and opportunity will permit.

This committee presented to the General Assembly in Tampa in December, 1933, a draft of a bill that would provide tenure after three years probation. It was referred back to the committee for further study; but the bill, as presented, was carried in its entirety in the February, 1934, issue of *The Journal* so that an awareness of the direction of thinking on the matter might be widespread among FEA members. The Resolutions included a recommendation "that the committee on tenure make a report for the consideration of the next Legislature."

Pursuant to these instructions, the committee's report to the next annual convention was in the form of a proposed Tenure Bill which was approved by the General Assembly and was printed in total on pages 26 and 27 of February, 1935, issue of *The Journal*.

The report of the tenure committee as presented to FEA annual meeting in the spring of 1937 emphasized the belief that no teacher welfare program is complete without the safeguards afforded to certificated employees by a reasonable tenure law. It further indicated the availability of the services of national experts on the subject; it quoted from the report of the Florida School Code Committee³³ "that about 23% of Florida's teachers have to seek new positions each year"; and it brought out the fact that Hillsborough County was then operating under a tenure law which had been passed as a local measure by the 1935 Legislature. In actuality, this law was the same as the general tenure law for Florida which had been recommended by the committee on tenure at the previous conventions of FEA and which the committee still felt was suitable for enactment into state-wide law "although further study and research may better perfect it for Florida's peculiar needs." The report ended with the statement that the committee, "realizing that FEA's legislative program on finance and retirement is of special importance, does not wish at this time to create a superabundance of objectives." It does "urge special study of the legislative strategy and a constant watch for the earliest possible time when the bill may be enacted into law."

³³Report of Florida School Code Committee, p. 53

The following year, the committee on tenure made specific recommendations in its report,³⁴ which was adopted by the delegate assembly:

1. That a reasonable tenure law be included in FEA's legislative program and printed in its bulletin.
2. That tenure be second only to the retirement bill in the legislative program of FEA.
3. That the executive secretary of FEA be instructed to ask local units to ascertain the stand of candidates for the Legislature on a state-wide tenure measure.
4. That FEA push vigorously the passage of an acceptable STATE-WIDE Tenure Bill immediately after passage of a retirement bill in next session of the Legislature.
5. That FEA continue to encourage the work of local units in the construction of their own local tenure bills.

In 1939 the report³⁵ of the Committee on Tenure included recommendations: (1) that the Legislative School Code Committee be commended for inclusion in the Proposed School Code of provisions requiring early notification of the instructional staff regarding reappointment; (2) that FEA recommend provisions for incorporation in the School Code to the effect that members of the instructional staff who have served in any position for three or more years need not be nominated each year for reappointment and shall be continued in their respective positions unless officially notified prior to the close of school during any year that they are not to be reappointed for the succeeding year; and (3) that FEA take any further practicable steps to provide for all instructional personnel in the State adequate protection from unprofessional or political interference in continuing in their positions and in carrying out their duties. This report was adopted by the Delegate Assembly.

A newly created Research Committee,³⁶ authorized by the FEA Board of Directors and endorsed by the State Superintendent and his staff, held its first meeting on February 16, 1940, at Gainesville. From this meeting came far-reaching recommendations that were to have vital bearing on future action. One of these recommendations was that, aside from what might be undertaken by statute, joint study and investigation by teachers and administrators of ways to furnish coopera-

³⁴*The Journal*, May, 1938, p. 23

³⁵*Ibid*, May, 1940, p. 23

³⁶*Ibid*, March, 1940, p. 8

tive, democratic relationships, which will encourage uninterrupted service of teachers, should be made the subject of a handbook to be issued by the end of the forthcoming summer school session.

The implementing of this recommendation, heartily endorsed by the Tenure Committee of FEA, saw such a committee first working on the problem in connection with the Work Conference on School Administrative Problems held in Daytona Beach in early June of 1940 with the Southern States Summer Work Conference on School Administrative Problems. The findings of this group, representing twelve states, was published in July of 1940 by the Florida State Department of Education in a bulletin entitled "Continuity of Service for Teachers in Southern States."

Following this conference, the Florida committee moved to the campus of the University of Florida for a further study of four weeks, assisted by a strong Advisory Council of persons representing all phases of school participation.

In its report to the annual meeting, the Tenure Committee had included a recommendation that the Research Committee consider a state-wide tenure bill to be based on the studies evolving from the work of the committee. Too, it had further recommended that, in the event it was not possible for FEA to sponsor a state-wide tenure bill in the next session of the Legislature, FEA ask for inclusion in the legislative program of the Continuing Educational Council of items assuring security of position to instructional personnel based on provision similar to those earlier recommended for incorporation in the School Code.

In the pages of *The Journal* of October, 1940, were printed in abstract and tentative form the conclusions from the study on continuity of service, a term which involves so much more than mere tenure of position, and which had come to be accepted in place of the word *tenure*. Teachers were urged to study these recommendations, and plans were made for discussion and vote on this report at the forthcoming meetings of district associations.

At the 1941 convention, the Delegate Assembly accepted the recommendations of the Continuity of Service Committee,³⁷ the significant points of which were: "that objectives of continuity in service should be based on mutual understanding and voluntary cooperation" and "that present laws relating to Continuity of Service of teachers should be strengthened"

At this same annual Assembly, the report of the Continuing Educational Council, which was officially adopted, included a statement of

³⁷*The Journal*, April, 1941, p. 25

commendation for the efforts of FEA and the State Department to bring about improved practices under Continuity of Service. It further approved the proposal (incorporated in the Legislative Program of FEA) to ask the Legislature to clarify the School Code to the extent of:

- (a) Requiring County Boards to notify teachers concerning re-appointment by the time prescribed by law, and
- (b) Providing authorization whereby County Boards may give continuing contracts to teachers and principals who have served satisfactorily for more than two years.

Particularly significant, too, was the statement made by the president of the State School Board Association in his address to the convention in which he said, "I am sure that after a reasonable effort toward educating school board members and trustees, they will be glad to adopt a satisfactory policy looking to continuity of service."³⁸ Another definite stand that has been taken was the one by the State Board of Education in its resolution strongly endorsing Continuity of Service and urging that school boards and trustees of each county should adopt policies to assure the equivalent of continuing contract for instructional personnel who had served satisfactorily and successfully in the county, and to assure the observance of the principles and procedures recommended in the bulletin *Continuity of Service for Teachers in Florida*.

Thus, with the conclusions of this convention, it became apparent that great strides had been made in promoting both a philosophical framework in which those working in education might operate with mutual confidence and a course leading to legal action that would assure a type of tenure satisfactory to all.

As a result of the 1941 amendments, sponsored jointly by the Continuing Educational Council, FEA, and the State Department of Education, to Section 535 of the School Code and a pursuant opinion thereon, Florida teachers came nearer having continuing contracts than ever before.

Throughout the succeeding two years, the problem of continuance in service held its accepted prominent spot in all discussions and efforts, but it was deemed wise in the general opinion of teachers and principals that possible legislation on the matter in 1945 be delayed until the then existing emergency period brought on by World War II was past. The Legislature of that year, though, did pass an amendment to the Escambia County tenure law, spelling out in detail the legal causes for

³⁸Ibid, April, 1941, p. 14

discharge or demotion of a teacher. Actually this amendment increased and broadened the causes as given in the original law.

A special Committee on School Conditions in 1946, reporting on school conditions in the State, called again for continuing contracts to be included in a long-range program.

Concerted action by FEA and the Continuing Educational Council cleared the way for the 1947 program and the Citizens Committee report, most of the basic features of which had been prepared by working groups made up from the membership of FEA, of the Florida School Board Association, and of the Continuing Educational Council. The 1947 Education Act³⁹ established and defined continuing contracts as applicable to instructional personnel, but with certain wording that fell somewhat short of full and proper protection for teachers. Therefore, included in the vital needs of the public schools, as presented by the Continuing Educational Council in its platform announced in 1948, was an item calling for new legislation on Continuing Contracts in the form of an amendment to Section 21 (231.36), including repeal of the following:

That the person under consideration should be replaced by another person who holds a certificate of higher rank . . . or who holds a certificate of the same rank and has had a longer period of service in the field of administration or supervision.

At the close of the special session of the Legislature, the state superintendent asked Florida's attorney general for an analysis of the Continuing Contract law as it stood at that time. The provisions of the law, in brief, were that after July 1, 1951, Continuing Contracts were to be issued at the completion of three years of probationary service (or four years under certain conditions); that termination of Continuing Contracts for administrative and supervisory staff members fell under the provision of the 1947 Continuing Contract Law as amended (the objectionable clause had been repealed); that termination for instructional staff members came under provisions of Section 230.23 (7) (i) of the School Code.

In the years following the passage of the Minimum Foundation Program, the concern of the FEA Committee on Continuity of Service was largely that of studying the effects of the continuing contract in operation and of making recommendations to further its clarification and to establish a standardization of policy. Its chief recommendation in 1952 was that FEA authorize its executive secretary and his staff to proceed immediately to prepare and to distribute widely among

³⁹Florida Statutes, Section 231.36 (2).

school personnel, a handbook or bulletin on the continuing contract relationships and to include the best answers, legal or otherwise, to all questions asked or anticipated. This bulletin entitled *Employment Relationships in Florida Schools* was completed and published in 1956.

In 1953, the second year under the Continuing Contract provisions of the 1947 Education Act, the committee reported that the morale of teachers seemed improved, with resultant improvement in the standard of instruction in schools. However, the committee cautioned that there was still need for better understanding of the various responsibilities under continuing contract.

Recent goals of the Florida Education Association continue to include careful examination of the status of teacher security in Florida, with never ceasing faith that the secure teacher is an efficient teacher, and an efficient teacher means better instruction for Florida's children.

SICK LEAVE AND OTHER TYPES OF LEAVE

Securing provisions for necessary leave is one phase of teacher welfare for which the Florida Education Association has continuously worked, to the end that Florida law now provides for sick leave, illness-in-line-of-duty leave, professional leave, personal leave, and sabbatical leave.

Sick Leave

Consistently the Association worked for whatever provisions were possible at a given time and then continued to seek greater and greater improvements as the years went by.

As early as 1909 a law was passed which provided for a leave of three days for any reason, presumably including illness. The pay was left to the discretion of the county school board, but the teacher provided and paid for the substitute whose selection had to be approved by the county superintendent, trustee, or supervisor. In high schools, approval was left to the principal. A temporary vacancy was declared for absences of more than three days.

In 1929, FEA was able to secure a sick leave law which provided that a teacher might be absent without loss of salary for five days a year on account of personal illness or illness or death in the immediate household. This law also provided that such leave was to be cumulative up to a maximum of twenty days.

In 1939 School Code, Section 540 (Florida Statutes, Section 231.40), several changes were made in the matter of leave. Unused leave could not be claimed later than the end of the third year after having accumulated, and no more than twenty days leave could be claimed in

one year. Also, one-half of cumulative leave had to be established within the county system. A provision also specified the relationship as father, mother, brother, sister, husband, wife, or child as the members of the household for whom illness or death was an allowable reason for absence of the teacher.

By January, 1943, only fifteen states had provided for sick leave, and only Florida, Nevada, and New Jersey had provided a cumulative clause.⁴⁰

In 1946, the Teacher Welfare Committee under the leadership of Miss Mary Bainum, worked on measures designed to liberalize sick leave provisions. The 1947 Education Act, (Florida Statutes, Section 231.40), increased annual sick leave from five to six days with a maximum of accumulated leave amounting to seventy-two days instead of twenty days. The provision further states, however, that unused sick leave credit for any year may not be claimed later than the end of the twelfth year thereafter, and that at least half of this cumulative leave *must* be established within the same county school system.

FEA's Program Action Committee in its report of 1955⁴¹ asked the Legislature to liberalize the provisions of sick leave to include close relatives and members of the household in addition to those members of the family listed in the 1947 Act. This provision became law in 1955. The 1957 Legislature amended the statute so that teachers may use for religious holidays two days of the six presently allotted as sick leave—"use of this leave for religious holidays to be limited to a maximum of two in any one year and such leave for religious purposes not to be cumulative."⁴²

Illness-in-Line-of-Duty Leave

Section 541 of the 1939 School Code (Florida Statutes, Section 231.41) provides that:

Any member of the instructional staff shall be entitled to illness-in-line-of-duty leave when he has to be absent from his duties because of a personal injury received in the discharge of duty or because of illness from any contagious or infectious disease contracted in school work.

The extent of such leave shall not exceed ten days during any school year and requires approval of the County School Board. This type of leave is not cumulative; and general population illnesses, such

⁴⁰"State Laws and Sick Leave," by J. Curtis Byrd. *The Journal*, January, 1943, p. 14

⁴¹*The Journal*, January, 1955, p. 25

⁴²*Ibid*, January, 1957, p. 12

as colds, are not generally considered illness-in-line-of-duty. This was not a new law, first having been placed on the statute books in 1929.

Professional Leave

A belief had developed in the minds of many leaders in the profession that absence from duty should be provided in order that greater professional growth be cultivated and a better educational system be provided for Florida boys and girls. FEA gave leadership to secure provisions for such leave. The School Code of 1939, Section 542, Florida Statutes, provided for professional leave to any member of the instructional staff who finds it necessary to be absent from his duties for professional reasons or is assigned by the county superintendent under regulations of the county school board to be absent for professional reasons.

Florida Statutes, Section 231.42, provides that any member of the instructional staff who finds it necessary to attend meetings, conferences, or conventions, or who may be assigned duties by the county superintendent be granted professional leave.

Personal Leave

Florida Statutes, Section 231.43, provides for personal leave, or leave of absence. The county board of each county shall adopt regulations prescribing conditions under which members of the instructional staff shall be granted leave of absence for personal reasons, and such leave shall be approved by the county superintendent subject to these regulations. No member of the instructional staff shall be entitled to pay while on personal leave.

Sabbatical Leave

According to Section 231.39, Florida Statutes, the county board may grant extended leave for professional improvement for a period not to exceed one year to any member of the instructional staff who has served satisfactorily and successfully in the schools of the county for a period of three or more years. A county board may provide partial compensation only when a person has served in the county for seven years. Dade County was the first county to make provision under this act for sabbatical leave.

CREDIT UNIONS

At its annual meeting in Orlando in 1936, the Florida Education Association, by resolution, endorsed credit unions, after it heard a report thereon by a representative of the Federal Credit Administra-

tion, Washington, D. C., who invited correspondence from any interested teacher groups. Teacher credit unions known to be in operation at this time were in Dade, Hillsborough, Palm Beach, Suwannee, and Volusia Counties.

Pursuant to this resolution, FEA directors appointed a credit union committee with Henry Claywell of Tampa as chairman. At the 1937 convention, this committee reported:

After investigating credit unions being operated by teachers in Florida and in other states, the Florida Education Association Credit Union Committee, wholeheartedly endorses and commends the movement and recommends the forming of additional units among teachers and other school employee groups of Florida, to aid in building a stronger professional morale.⁴³

The report further defined the nature and general regulations of teacher credit unions; indicated that Florida then had seven of the one hundred and two Federal-chartered credit unions among teacher groups in the United States; and concluded with the recommendation "that the FEA Board of Directors approve the formation of a permanent Credit Union Section as an aid to those groups already organized and to encourage spreading the movement among teacher groups elsewhere in the state."

The Journal of March, 1937, published a full account of the successful operation of the Dade County Credit Union, pointing out that its success "it is hoped will inspire other teacher groups to organize similar credit unions as an aid to the finances of their members."

At the annual meeting of the Association in 1938, the FEA Credit Union Committee reported that (1) growth in some instances had more than doubled and new groups had been formed in Pinellas and Hardee; (2) that in the earlier organized groups in Dade, Hillsborough, Palm Beach, Suwannee, Volusia, Duval, Orange, and the University of Florida, the combined membership then totaled more than 1800 and the total assets exceeded \$105,000, some having paid dividends; (3) that credit unions were making definite contribution toward improving the economic status of teachers; (4) and, further, that the Credit Union Section had adopted a resolution recommending that all teacher credit unions affiliate with the Florida State League and Credit Union National Association.

As part of the continued interest shown by FEA in the progress of the credit union movement, *The Journal* of January, 1939, carried an interesting analysis of the assets and loans outstanding of the four largest teacher credit unions in the State (Duval, Hillsborough, Dade,

⁴³*The Journal*, April, 1937, p. 26

and Volusia) as of June 30, 1938. This analysis showed: Capital—\$124,471.31; Loans Outstanding—\$91,279.81. With a total membership of 1,669 and the total of borrowers 692, the per cent of teachers borrowing was 41.

The Board of Directors of FEA, meeting in October, 1940, authorized a committee to study plans for extending the opportunities of credit unions more widely to teachers throughout the State. Consistently and continuously in the years following, FEA assisted in all possible ways to encourage and to promote teacher credit unions. A survey in 1955 showed the resultant growth over these years, with approximately 15,500 Florida public school teachers holding membership in 28 credit unions. In addition, there are five credit unions serving institutions of higher learning.

In *The Journal* of November, 1955, a comprehensive article by Ray A. Vinson of Jacksonville brings out these facts as revealed in the survey; a total of more than \$8,450,000, or an average saving of some \$550 per teacher, had been saved by teachers in their credit unions; at the same time approximately 7,600 teachers had outstanding loans in their credit unions amounting to about \$6,500,000. Teachers have found that their credit unions serve them both as a safe place for saving with a good dividend and as a convenient place for borrowing at a reasonable interest. According to Mr. Vinson, "it is conservative to estimate that Florida teachers each year in interest charges are saving over \$1,000,000 by utilizing their credit unions." Further interesting analyses and comments show the value and the increasing growth and functioning of these groups. At the time of the survey, the Dade County Teachers Federal Credit Union ranked as the largest teachers credit union in the entire South, with the Hillsborough County Teachers Credit Union being the second largest.

With the statement "that fifteen of the existing Florida credit unions for teachers have been organized during the past two years," he concludes that "the time is near at hand when it will be possible for every teacher in this State to make use of the services credit unions offer."

A survey in 1957 shows eighteen Florida counties with about 2,500 teachers remaining unserved. Many of these have too few teachers to make organization of a local credit union feasible. However, FEA Credit Union Committee has recommended that each existing teacher credit union give serious consideration to amending its by-laws to make service available to school personnel in nearby counties that do not have teacher credit unions.

A statistical report, prepared by this Committee, shows that 39 of the 44 teacher credit unions in Florida as of December 31, 1957, had

27,687 members, a gain of nearly 5,000 members during the year. They had \$14,370,772 assets, a gain of \$2,370,000 last year. Loans outstanding totaled \$11,373,139.

There is no doubt that the teachers of Florida are improving their financial well-being by belonging to credit unions, and that as a phase of teacher welfare, these teacher credit unions have merited the encouragement given them by FEA.

PROFESSIONAL GROWTH

A developing concept that service is the key to recognition of a profession led FEA in the late 1920's to expand its activities and committee studies not only that there might be improvement in teacher welfare, but that teachers should accept the responsibility of improving themselves professionally. In keeping with its expressed aims, FEA promoted the improvement of certification standards, teacher welfare, and working facilities, as well as the development of TEAC and other legalized agencies that recommend programs through which the teaching profession is strengthened.

FEA has supported the scholarship program and has encouraged the organization of Future Teacher groups both in high schools and in the colleges, so that prospective teachers might learn something of the profession which they plan to enter. Also, various committees of the Association have studied teacher education and professional ethics, have approved setting standards for college preparation of teachers, and have supported the state's efforts to require a strong, vigorous program of training, including actual experience in internship for young teachers and administrators.

A new movement—Teacher Education and Professional Standards (TEPS)—started nationally in 1946, and was organized around the improvement of four large areas—the profession itself, the education program, school environment and teaching situations, and public relations. Florida was represented on this nine-person national commission by C. Marguerite Morse, who later was named chairman of a state committee on Professional Standards and Ethics.

The Association has been interested in this program of professional growth since that time and each year has sent representatives from Florida to a summer work conference planned by this NEA Commission.

TEPS in Florida

FEA now (1958) supports a Committee on Teacher Education and Professional Standards and lists among its general purposes and objectives the following:

1. Development of standards of scholarship and training for people in the profession.
2. Development and application of acceptable ethical practices among the members of the profession.
3. Improvement of the relationship of the teachers with the general public.
4. Coordination of the activities of the various sections of FEA concerned with teacher training and certification with those of TEAC and State Department of Education. (TEPS Committee will be the chief channel of communication between the profession and other agencies on questions of teacher training and certification.)
5. Identification of teacher competencies. (Identifying traits and characteristics of competent teachers would provide goals rather than devices for measurement.)
6. Promotion of Future Teacher groups and recruitment.

Florida has come a long way in its professional development, but as heretofore the force of a united profession will be required to attain these parallel improvements. This committee is cooperating very closely with the Teacher Education Advisory Council in studying problems of teacher education and certification and is attempting to act as liaison between this legal body and members of the profession.

As a part of its current program, an effort is being made to have a TEPS Committee organized and active in each county. Through the work of these county committees and the work of the over-all committee it is hoped that the general level of professional work and conduct will be continuously improved.

Looking Toward the Future

As this history goes to press, the profession is offering to its membership a further restatement of the Code of Ethics, suggestions for expanding the recruitment program, and a vigorous program for local and state committees on Teacher Education and Professional Standards (TEPS). At the present time most of the teacher training institutions are requiring that a prospective teacher have two years of work in the Liberal Arts before being allowed to enroll in professional courses. Proposals for the future include a Bachelor's degree as a prerequisite for teacher training, thus expressing the hope that preparation for teaching will attain, as soon as possible, a professional level of training such as that achieved by other outstanding professions.

Two other items, unrelated except in advancing professional growth among its members, are of immediate concern to the Association:

1. The 1957 Legislature approved a bill which said that special career increments for teachers shall be made available in recognition of exceptionally meritorious teaching and service to school and community. To meet a growing need for more comprehensive information to determine who should be granted continuing contracts and to evaluate particularly effective teaching, FEA distributed a bulletin (April, 1958) entitled *Career Incentives for Particularly Effective Teaching*. It suggests certain guide lines which can be helpful to local associations, administrators, and school boards in developing standards which can be applied in cases where teachers are eligible for career increments over and above the basic salary schedule that is offered in a particular locality.

2. All indications are that the teaching profession will be expected to "police" itself as do other professions, such as the medical and legal professions. Therefore, policies are being developed under which teachers will qualify for membership in their own professional organization, or be rejected.

Because the profession has reached a stage of maturity in its steady growth, the Board of Directors believes that it should be recognized as the legal agency to deal with problems of ethics and morals of the teachers at all levels in the State.



O. I. WOODLEY

First executive secretary, 1923-25



JAMES W. NORMAN

Editor, Journal of the FEA, 1925-27
and Acting Secretary



R. M. SEALEY

Executive Secretary, 1927-28





On the preceding pages are photographs of

(1) a Florida high school of the 1925 period. Two principals of the school served as presidents of the FEA.

(2) a certain Florida high school of the 1950 period. A classroom teacher from this school served as president of the FEA.



R. J. LONGSTREET

Acting Executive Secretary, 1928-29



JAMES S. RICKARDS
Executive Secretary, 1929-49



ED. B. HENDERSON

Executive Secretary, FEA, from 1949

CHAPTER IV

THE F. E. A. AND PUPIL WELFARE

By James W. Norman, G. Ballard Simmons,
and Elizabeth Heth

CURRICULUM IMPROVEMENT
SCHOLARSHIPS
TEACHER RECRUITMENT
TEXTBOOKS

4

Pupil Welfare

FEA HAS BEEN ever conscious that pupil welfare and teacher welfare are so closely interrelated that what affects one has definite effect upon the other. Its president in 1948 said:

. . . The child, therefore, becomes the focal point, so that at all times we look upon our task as a significant and necessary service. All of the subjects offered in the school, the work done at every grade level, the co-curricular and the regular activities of the schools should be "beamed" to this central objective.

Certain items listed in this history as "Teacher Welfare" are directed toward protecting not only the teacher but also the child as he progresses from the first through the twelfth grade. For example:

Certification standards have been constantly improved so that, insofar as possible, only well-qualified teachers are put in the classrooms.

Retirement for teachers protects the child in cases where permanent illness develops or where teachers reach an age when they are not effective as teachers.

Continuing contracts make good teachers more secure in their jobs and subject to dismissal only for cause. Teachers can now take their places in the activities of the communities, and can continue to inspire children as they pass from grade to grade.

Salary schedules and improved pay have helped to retain the well-qualified teacher even though industry and government continue to bid for the services of those trained to do good work in the classrooms.

These and many other items intended to benefit teachers also serve as a protection for pupils, contributing to permanent educational values.

This chapter will review briefly FEA's contribution to the progress of education in Florida through (1) improving the curriculum, (2) sponsoring more generous plans of granting scholarships not only to prospective teachers but to teachers in service, (3) encouraging a program of teacher recruitment to those who expect to teach, especially to members of Future Teacher Clubs and Student FEA Chapters, and (4) promoting good methods of textbook adoption.

CURRICULUM IMPROVEMENT

Early efforts to prepare courses of study and to improve the curriculum are recorded in the minutes of the Florida State Teachers Association. In its second meeting (1887), a resolution was adopted instructing the officers and a committee to use their whole influence and labor to establish county institutes in every county. Since county institutes might be considered the forerunner of the county workshop, this action may be considered as one step in the development of the program for the improvement of instruction which has extended into the present day.

Another item of significance appeared in 1891:

Prof. J. E. Kemp read an able paper on "A Common School Course of Study," which was freely discussed, and on motion the chair appointed a committee of seven including the speaker to prepare a course of study for the ungraded schools.

Apparently this committee was not prepared to report at the meeting in 1892, and a motion prevailed to continue it for another year.

These actions reflect some of the beginnings, and later minutes carry sufficient information to show that early Association leaders were concerned about the kind of teaching being done and in improving its quality. Still later, subject-matter groups were organized as a part of each convention, and by 1922 this phase of the annual meeting program had been expanded, some seventeen groups having scheduled meetings and planned programs which would help teachers to improve their methods of teaching children.

When the Educational Survey Report was presented to the annual meeting in 1928, Dr. George Strayer, director, told the teachers that "a better program of education" should be built "upon the foundation already established," that survey teams had observed "work being done in the Florida schools as good as that to be found any place in the United States, but that right alongside of this better type of

work there were schools offering only meagre opportunities to boys and girls."

Curriculum Revision

A general plan of curriculum improvement, begun in 1929, had its origin in the Principals' Conference in Gainesville in April of that year, when a resolution was adopted which requested the state superintendent to sponsor such a program.

In June, 1929, a Steering Committee under the chairmanship of the state superintendent, organized and selected two consultants—Dr. H. L. Caswell to direct development of a course of study for elementary schools, and Dr. Doak S. Campbell for various phases of the secondary school. Both were associated with the Division of Surveys and Field Studies at Peabody College for Teachers. Subcommittees were designated for fields of special interest. The executive secretary of FEA served as secretary of this Steering Committee, and all facilities of the Association were used to keep the profession informed about Florida's plans to revise its curriculum. *The Journal* printed reports of meetings, plans that were projected, and articles which explained this great movement.

Speakers who were nationally recognized authorities in their fields were brought to the annual convention at considerable cost to the Association with the specific purpose of arousing more interest in this project. Group meetings built their programs around this effort, and district meeting programs were planned with discussion on the proposed plan of revising the curriculum. A basic principle accepted by all the subcommittees which worked in the various fields had been "that curriculum materials should be guides rather than prescriptions in the Florida program for the improvement of schools." Thus, FEA has stood in the vanguard of interpreting the so-called child-centered school in the humanitarian trend that has come in education.

The courses of study produced through this early effort at "curriculum revision" marked an advance in educational leadership and thinking within the State. These included an Elementary Course of Study published in 1933, and Courses of Study in the language arts, social studies, home economics, music, foreign languages (including Latin), and commercial subjects.

Mrs. Clara M. Olson, writing in *Curriculum Improvement*, by Hollis Caswell and Associates, says:

Although the program for initiating their use in the schools was not sufficiently effective to insure the state-wide revision of the curriculum and the improvement of instruction desired, it did accomplish five things

of significance and for that reason must be regarded as the foundation of the present program of curriculum development within Florida, i.e.,

(1) suggested effective ways for all to work together, (2) indicated the value of group thinking, (3) struck a hard blow at page-by-page textbook instruction and rote learning, (4) developed state leaders, and (5) provided stimulation for inauguration of curriculum development program of 1937 by the State Courses of Study Committee.

One of the recommendations which grew out of the program of 1929-33 was that "curriculum revision should be considered as a continuous process." However, no definite program followed. FEA *Journal* continued to print articles pointing to the importance of curriculum development, and state-wide conferences stressed the need for "a continuous process" in revision. Group meeting topics in the 1935 convention such as "The Teaching of English in a Changing Curriculum," "The Need for Revision in Our High School Sciences," and "The Place of Modern Languages in the High School Curriculum" indicated curriculum revision as the number one need.

A Program of Instruction

In 1937, the first Committee on Courses of Study was appointed under a new law which had been recommended by the Florida School Code Committee. Its duties were (1) to examine courses of study then used, and (2) to prepare for consideration and approval and adoption by the State Board of Education courses of study or revisions of courses of study for future use.

The function of this committee was to formulate immediate and long-range plans for state-wide curriculum program and to make recommendations with respect to the need of materials of instruction to implement the program. FEA departments were requested to consider curriculum problems at their annual meetings and to send committees to represent them at meetings of the State Courses of Study Committee. Soon thereafter, for the improvement of schools, the State Department launched into its intensive program which included the program of instruction.

Direction of curriculum planning and development in Florida is a primary responsibility of the State Department of Education. Therefore, FEA's participation must be thought of as indirect, that of approving, supporting, and promoting. On the other hand, FEA has been the sponsoring agency through which the new and more functional ideas in education have been promoted. It is impossible to separate FEA from this state-wide movement because all of its activities are interwoven in the one big objective of providing better educational opportunities for childhood and youth.

At that time it pledged cooperation of *The Journal* for a series of articles written by prominent state educators. Plans included using all conferences scheduled by FEA and its departments, as well as district meetings, and the annual convention with its many subject-matter groups holding discussions separately. The All-Principals Conference, attended by some 250 secondary and elementary principals, devoted its entire program to this important project for several years. FEA and its facilities served as a channel through which new and pertinent information was passed down to the teacher.

The first bulletin, *Suggested Source Materials for the Improvement of Instruction*, was produced under this program in 1938 by a committee of Florida teachers working at Peabody. The second bulletin entitled *Ways of Better Instruction in Florida Schools* was written by a committee at the University of Florida in the summer of 1939. FEA Board of Directors made available \$500 each year of these two years to assist the State Department of Education in bulletin production. FEA's contribution was used to help defray the expenses of teachers participating in these two projects.

While the State Department was projecting its plans for a wide-awake and well-informed cooperative program for the improvement of instruction in Florida schools, FEA was urging teachers that they "must be ready to offer a constructive changing curriculum to meet the conditions in a rapidly changing society."

The project has become a "continuing process." Many teachers have given dedicated service to this work, scholarships have been provided which may be used for in-service training, and the Minimum Foundation Program in 1947 provided that the annual period of service by teachers be extended to ten months, one month of which was to be used for professional development directly related to the immediate improvement of schools.

Development of Leadership

In 1950, *The Journal* printed a series of articles written by members of the State Department and the School of Education, FSU, on development of leadership through participation in curriculum study, cooperating schools, county workshops, elementary evaluation, secondary evaluation, general extension, preschool and postschool conferences, and school surveys. Those who participated in this series agreed that "the quality of any improving program is largely a reflection of the vision and enthusiasm of its leadership," and that "the same vision and enthusiasm characteristic of leadership portrayed in the series, carried into the future, will assure for Florida a constantly improving educational program."

As the various phases in Florida's program of instruction are developed, they fall into place under the skillful guidance of the Division of Instruction of the State Department of Education, which has published innumerable curriculum bulletins. It has furnished consultants for all types of meetings and helped with programs. Individual teachers, as well as groups, have accepted the challenge, have followed the leadership, and have made their contributions to constantly improving instruction.

Under a topic "The Scope of Things to Come," which is the concluding article in the Leadership Series (*The Journal*, May, 1951), we find this statement:

Unquestionably a large measure of credit for achievement in the Florida program of education must be accorded to the principles under which Florida educational and lay leadership has worked. Resources, facilities and ideas have been pooled in common causes; there has been unity instead of discord. These policies and procedures have been tried and tested in the crucible of experience; they can make progress a continuing reality in Florida.

In the coming years many new uncharted opportunities and obligations will arise. It must be assumed that we shall grow in understanding of our problems and that new policies and new procedures will be devised to take care of emerging needs. FEA will always seek to develop favorable attitudes in providing the best for Florida youth.

SCHOLARSHIPS

The first scholarships for the improvement of teaching in the State of Florida were granted in 1923. Chief credit for initiating this movement, it seems, should go to a long-time and faithful member of the Florida Education Association, the late Dean N. M. Salley of the School of Education, Florida State College for Women. On page 11, October, 1937, issue of *The Journal* (at the time of the dean's retirement) these words appeared:

Of the many achievements to his credit in behalf of the public schools, he is probably most proud of having suggested and sponsored the legislative scholarships set up for counties and senatorial districts some years ago.

In the first enactment, provision was made for a maximum of 134 scholarships—two from each county. Half of these (67) were allocated to the University of Florida, and half to the Florida State College for Women. Since neither of these institutions was then co-educational, this meant an equal number was allocated to each of the sexes.

In a letter to FEA secretary, Dr. O. I. Woodley, published in *The Journal* for February, 1924, Dean J. W. Norman of the College of Education, University of Florida, said:

In all my years of service in Florida, the State has not done a wiser thing for the elevation of the grade of teaching and for improvement of schools than when it passed the scholarship law

This will not only aid poor boys and girls to secure advanced education but will be a leaven that will stimulate a larger interest in teaching as a profession and will induce many to enter public school service who would not otherwise have become interested.

Each scholarship carried a stipend of \$200 per year and might be held for four years. Experience shows, however, that for some years even this small amount was not fully utilized, some counties having repeatedly failed to offer an applicant for one, and sometimes even for both scholarships. Filling the quota was especially difficult at the University of Florida because men were not going into teaching in large numbers. The competitive examination was the main basis for assigning scholarships, a practice that has continued down to the present.

This, then, was the modest beginning. Many believed with Dean Norman that this was wise legislation, and in 1927, the number was increased to 266—two scholarships to each senatorial district and two to each county for its representatives.

Apparently many were unaware that such an opportunity was available. In *The Journal*, January, 1928, the supervisor of teacher training in the State Department of Education joined FEA leaders in urging cooperation of superintendents, principals, and all school agencies to explain the provisions of this important legislation to high school students and to the public in general. She stressed the need of trained recruits and pointed out that the opportunity offered through scholarships would provide assistance for worthy girls and boys who desire higher training. She advised, also, that such assistance would give the schools better trained teachers.

A big advance came in 1945 when Senator Amos Lewis (Jackson County) presented a bill to the Legislature for additional scholarships to be used both for the training of young people to become teachers and for teachers already in service who wished to attend summer schools or summer workshops. His proposal called for an additional \$400,000—500 scholarships at \$400 each for students to prepare to teach and \$200,000 for teachers already in service who wished to improve their training through summer school and summer workshops.

This bill had the wholehearted support of the school leaders—even to assisting Senator Lewis in working out the details and in drawing the bill—but they were frankly skeptical that this proposal could get by the 1945 Legislature. Although called “general” in the statute, these scholarships came to be known as the “Lewis” scholarships in honor of Senator Amos Lewis, whose idea grew into a plan which continues to be of great benefit to teachers and to prospective teachers in Florida.

The effects of this statute probably became a most important contributing factor toward raising standards in Florida schools and in improving the in-service training programs for those already in the teaching profession.

By resolution at the annual meeting in 1946, FEA commended Senator Lewis for his sponsorship of the so-called Lewis Scholarship bill, stating that “this is, we believe, a most progressive step providing for in-service training of teachers and for encouragement of high school graduates to enter the teaching profession.” At the same time, FEA recommended that any surplus not used by any county be transferred for use in counties having greater demands for scholarships than their allotment of funds would provide.

The “Lewis” scholarships are allotted without specific number to geographical divisions, and without reference to sex. However, at that time white men were required to attend the University of Florida and white women the Florida State College for Women, while Negroes were required to go to Florida Agricultural and Mechanical College. Allotment according to race was proportionate to white and Negro population. The bill also provided that no county should receive more than twenty-five.

With a better understanding of the scholarship program, with a growing need for qualified teachers, and with great emphasis put on recruitment, the Legislature in 1947 did these things: (1) exactly doubled “Senatorial” and “Representative” scholarships which together with 500 “Lewis” scholarships, brought the total state scholarships to 1,032, (2) allotted an equal number to men and women because institutions had been made coeducational, and (3) provided that private institutions might share in the scholarship program if approved by the State Board of Education. Other changes which strengthened this law came later, i.e., (1) by September 1, vacancies in the number of scholarships allowed to one sex might be filled by members of the opposite sex, and (2) all scholarships unused in one county might be made available to other counties.

FEA asked, in 1949, that adjustment of the scholarship program be made to give priority to those who would enter the elementary field

and other areas of acute shortage. This had previously been recommended by TEAC, endorsed by the state superintendent, and it became a part of the legislative program of FEA and the State Department.

Because of continued inflation scholarships had become inadequate. FEA and the Continuing Educational Council recommended that the value of all scholarships be increased to \$600 because of the increased cost of college attendance. As a result of this recommendation, a bill was passed in the 1953 session which eliminated the \$200 "Senatorial" and the \$200 "Representative" scholarships, and increased general scholarships for training of teachers to 1,050 valued at \$400 per year each. The new law stipulated that teaching in the State would be required to cancel scholarship loans.

"We have come a long way since 1923, from 134 in that year to 1,050 in 1955 and from \$26,800 to \$420,000," said Dean Norman. "Thousands of prospective teachers have been aided in their preparation for teaching, and these in turn have without doubt brought great benefits to the State."

Records indicate (1) that there are now (March, 1957) seven applicants for every vacancy in the scholarship program and there were 258 vacancies when the last examinations were held, (2) that few scholarship holders drop out of college before graduation, and (3) that a larger percentage of holders now go into teaching than ever before. The outlook is indeed encouraging, and FEA and the State Department can feel just pride in the growth of this program which makes it possible for many alert young people, who might otherwise not have the opportunity, to enter the teaching profession.

TEACHER RECRUITMENT

"Can we hope to recruit into our profession that splendid, cultured, richly-trained type of young manhood and young womanhood which the profession needs . . . ?"

This question was raised editorially in *The Journal* in 1936. FEA had previously recognized the great need for improved working conditions as well as better salaries, and its program in the 1930's included many items of teacher welfare. There were exhaustive committee studies on Retirement, Continuity of Service, Economic Status of the Teacher, the Relationship between Economic Status and Good Teaching, and other items of teacher welfare which would make teaching more attractive to those young people who could become good teachers.

On the other hand, many teachers and administrators expressed concern for the quality of teaching and emphasized improved teacher training and careful selection of candidates for teaching positions. In fact, the FEA Department of Classroom Teachers in 1935 had recommended that "institutions preparing people to teach should be empowered to exercise a higher degree of selectivity in candidates in the field," and its committees were studying "Teacher Qualifications" and "Personality Traits of a Good Teacher," with the express purpose of raising standards for those who were to become guides for childhood and youth in Florida.

These approaches to recruitment of young people for teaching positions of the future indicate a dual responsibility—first, that prospective teachers should develop personality traits which make good teachers and otherwise qualify themselves for the teaching profession, and second, that teacher welfare and working facilities should be so improved that the profession could attract alert young people.

The Journal continued to report that because of poor salaries, and in some cases poorer working conditions, few were turning to teaching. Furthermore, the Association learned that those who were *graduating as teachers* were accepting jobs in other lines of work—in business and industry, and in government, because of better opportunities which were offered. Each year more teachers were leaving the classrooms, and fewer young people were choosing to enter the teaching profession. As a result, teacher shortage became a major problem in the early 1940's, and immediately following World War II, this developed into an acute problem.

When the Education Bill of 1947, which provided greatly increased salaries as well as improved items of teacher welfare, became law, efforts were doubled to find those who showed aptitude for teaching children, i.e.,

1. *The Journal* printed articles to show the number of new teachers needed each year (1) to offset those who retire, (2) to provide for the natural growth of Florida schools, and (3) to take care of the thousands of children who come each year from outside the State. Over and over it emphasized the fact that Florida had for many years depended upon teachers from other states to fill positions necessary to carry on its schools. But it warned that this source of teacher supply continues to dwindle because these other states are making greater effort to hold their own teachers; hence, ways must be found to encourage Florida high school graduates to choose teaching as a career.
2. The Continuing Educational Council recognized that "an adequate supply of teachers depends upon active recruitment among the alert and qualified public school pupils." It called on the parents to help, and

asked citizens generally to give encouragement to our finest young people to enter the teaching profession.

3. The state superintendent reported that a "well-directed campaign of teacher selection and recruitment is underway, headed by a consultant in the State Department."
4. The institutions of higher learning, both private and public, acknowledged their responsibility for assisting in selective recruitment and proper guidance of Florida's future teachers.
5. Teachers, principals, and superintendents were constantly studying the problem and making a serious effort to help solve it. Some believed that individual teachers could in their day-to-day contacts make the profession attractive to their students. One classroom teacher organization listed certain intangibles as important, i.e., a teacher's personal appearance, her pride in the profession, and her attitude toward her work.

Suggestions coming from over the State for more direct appeal in local communities included: (1) constant use of students as chairmen of classes or committees and as substitute teachers when possible; (2) advisory boards of faculty members, working with the guidance department, to council with students interested in teaching; (3) constant publicity for "Lewis" scholarships; (4) emphasis on "satisfaction" in rendering service, as well as any material advantages in teaching; (5) establishment of local loan funds; and (6) organization of Future Teacher Clubs.

Future Teacher Movement

In 1951, when the State was faced with a teacher shortage which again promised to reach a critical stage, the president of FEA appointed a Future Teachers Committee composed of representatives from each of the Florida colleges educating teachers, and requested that a program for selective teacher recruitment on a long-time basis be developed. The task was a big one, because to be effective such a program must bring about a change of attitude of young people, parents, teachers, and the lay public, and in addition there must be developed for all of these groups a feeling that teaching is an important profession which contributes much to the American way of life.

The first Future Teachers Committee met at Gainesville in 1951. Since then, it has convened yearly at FEA annual meeting and has made certain recommendations. Its goal is a Future Teacher Club functioning in every senior high school and in every junior high school in the State. Through county coordinators of teacher recruit-

ment and local recruitment committees much progress has been made. In 1951, there were very few Future Teacher Clubs in Florida. In 1953-54, there were 35; in 1955-56, 70; and at the present time (April 1958) there are some 140 Future Teacher Clubs in the schools of Florida. In addition, eleven Student FEA Chapters have been established at the colleges and universities with membership of more than one thousand.

To arouse more interest, to make the clubs and chapters more workable, and to coordinate all efforts, state organizations were started. The first meeting of both groups was held March 13-14, 1953, at Florida State University. State constitutions for the clubs and for the college chapters were worked out and adopted, and plans for the state program were made. A program of information about Future Teacher Clubs has been carried on both for students and for the lay public. At the same time, through these Future Teacher Clubs information has been passed on to students about state scholarships and scholarships available in the various state colleges. This information program is in some degree responsible for a new interest in state scholarships and for the large number of candidates competing for these scholarships.

In the last six years a gradual change has taken place in the teacher recruitment picture through the combined efforts of this special FEA committee, through the State Department with its well-directed program, and through the individual work of superintendents, principals, supervisors, and teachers.

Today, boys and girls, parents, and the lay public are much better informed about teaching and the advantages of the teaching profession. An improved attitude toward teaching is noted within the profession itself, and there has been a large increase in the number of high school students—boys as well as girls—who are planning to teach. But there is still a long way to go. Figures show that some 1350 graduates of Florida universities and colleges in 1957 were qualified to teach. Of this number, the deans of these schools report that 734 accepted employment in Florida's schools (some continued in school to do graduate work); at the same time the need exceeded 5,000 due to loss of teachers through retirement and other causes, and to pupil growth in Florida schools.

FEA continues to urge lay organizations to schedule programs on the causes of teacher shortage so that their members may understand why there is a problem. Also, it continues to point out that recruitment should not wait to begin with the junior or senior year in college because it takes a minimum of four years after high school

graduation to prepare properly for teaching. FEA believes it is important for the public to know that:

. . . the nature and importance of the teacher's task are such that he must be intellectually able; must possess a defined body of subject matter and skill; must pursue his work as a career; must undergo a long and arduous period of preparation; must be dedicated to the welfare of those he teaches; must be accorded a high degree of autonomy in day-to-day practice; must participate in the development of group solidarity; . . .*

FEA believes, also, that so long as business and industry continue to seek the services of young people with advanced education and are willing to bargain for such services, inducing young people to go into the teaching profession is dependent in a large measure upon comparable salaries and improved teacher welfare. Some young people today may be inclined to enter into work which is less exacting and less arduous than teaching; however, with the new school laws in effect we can answer affirmatively the editorial question raised in *The Journal* more than twenty years ago. Young people for the first time will feel encouraged to make a life work of the important job of teaching.

Recruitment efforts are now being concentrated largely in the Future Teacher groups in the high schools and the Student FEA Chapters at the college level. The promotion and direction of these student programs have been shifted to the FEA staff and the Future Teacher work has been brought under the supervision of the FEA Committee on Teacher Education and Professional Standards (TEPS).

TEXTBOOKS

In the year 1896, the superintendent of Calhoun County, in his annual report to the state superintendent commented:

On my first visit to the schools of my county, I found Readers by nearly every author, known and unknown. The people seemed to be perfectly satisfied . . .

When the order went forth from my office that the Blue Back Speller must be laid aside and pupils supplied with the adopted series of books, some people were heard to say, "Fisher will bankrupt us in having us buy new books." Others would say, "It's all Sheats' fault," referring to the state superintendent.

A study of reports such as this one by a county superintendent suggests that the movement toward a state-adopted series of textbooks had its beginning near the end of the 19th Century. Records of the

*From cover page of *The Journal* for September, 1957

Florida State Teachers Association (now FEA) show that the Association took cognizance of this problem when minutes of meeting in Tampa, December, 1900, recorded a motion opposing a uniform textbook law, even though a law had been passed in 1899 requiring "county uniformity."

For the next ten years there probably was considerable discussion centering around the adoption of uniform textbooks because in 1911 an act was passed providing for state adoption in the elementary grades; also it named the Board of Commissioners of State Institutions as a state textbook commission.

Classrooms are really the learning laboratories, and Florida teachers have been concerned with selection of textbooks to be put into those classrooms. They are concerned also with the availability of books, the better to provide for the learning situation, and with the quality of other materials which are used. Sentiment was expressed as early as 1888 that teachers should be consulted in the selection of textbooks and that the Association should call this to the attention of county boards. Discussion in annual meetings indicated that some counties had followed such a policy, others had selected textbooks without consulting teachers, while one county representative reported that previously this had been done, but more recently the board had tried to obtain general opinion in the matter. When a textbook law was passed in 1911, it provided a subcommission of not less than nine members—four county superintendents and five teachers to be named by the Governor, to make recommendations to the textbook commission. The 1911 statute also opened the way for free textbooks when it provided that "county boards are required to furnish textbooks free to all indigent children not over fifteen years of age."

Thos. E. Cochran, in his *History of Public School Education in Florida*, writes that there was much dissatisfaction with the law of 1911 because "it failed to provide for state uniformity in the high schools," and in 1917 the law was amended to include uniform textbooks for high schools. It should be noted, also, that the subcommission was changed to include ten members with a greater proportion of teachers, i.e., two county superintendents, two primary teachers, two grade teachers, two high school teachers, and two teachers selected with reference to their experience in and knowledge of vocational subjects. In 1921, however, this subcommission was again changed to include "seven prominent educators actually engaged in school work in the State."

In 1915, FEA annual convention approved two resolutions pertaining to textbooks which stated that the Association was "for free textbooks now that we have compulsory school attendance;" also that it

avored "the appointment of a committee to study plans by which free textbooks may be furnished." Again in December, 1916, the Association approved a resolution favoring "free textbooks."

Despite the Association's annual recommendations favoring uniform texts, we are told by the director of the Division of Publications and Textbook Services, State Department of Education, that the use of officially adopted textbooks was not mandatory until 1925, when the Legislature approved free textbooks for the first six grades, and not until 1935 for high schools.

In 1926 we find several district education associations objecting to free texts or any law of like nature "until the operation of public schools of Florida is placed on an adequate financial basis;" also the following resolution was adopted at the 1928 convention in Orlando:

That if there is made another state textbook adoption, we urge a shorter term of state textbook adoption, the provision of a multiple list of textbooks to be adopted, and a close adherence by the State Textbook Commission to the recommendations of the subcommittee of professional educators in the selection of books.

The School Code Committee of 1937 recommended a new textbook law including provisions for a curriculum committee. Of this FEA president said, "It will prevent wholesale changes in any one year but will make it possible for changes to be made whenever the best interests of schools demand a change." It called for a committee on courses of study which should prove extremely valuable in matters relating to courses of study and curriculum. Many educators thought this was a step in the right direction and the state superintendent announced that the new method of textbook adoption providing for gradual adoptions had saved more than \$750,000 by obviating blanket adoptions. The May, 1938, *Journal* records a resolution, viz:

We commend and thank the State Board of Education and the State Textbook Purchasing Board for their recent action in selecting all first choices of textbooks recommended by a professional committee known as the State Textbook Rating Committee.

At the convention in April, 1950, the Delegate Assembly recommended that the state superintendent in collaboration with the president of FEA appoint a committee of eleven to study the whole plan of selection and adoption. Report of this committee was endorsed in April, 1951, and called for (1) a curriculum committee, (2) multiple adoption, and (3) adequate financing. In 1952 and subsequent years the annual Delegate Assembly has stressed the idea of multiple textbooks for all subject areas. The Association has consistently expressed its interest in this problem of adequate textbooks for every grade level

and in every subject area and has directed its efforts toward appropriations in sufficient amounts to provide basic textbooks for all those who enroll in the schools of Florida.

Because teachers are concerned with recommendations of the Courses of Study Committee, with adoptions of textbooks and their use in the classrooms, and with the attitudes of the various teachers toward results to be obtained, *The Journal* has reported in full the recommendations of both the Courses of Study Committee and the State Textbook Commission.

The Association has included in its program since 1951 recommendation for legislation which would consolidate the functions of the Courses of Study Committee and the State Textbook Rating Committee into one non-secret curriculum committee. In 1953, the textbook law was amended to provide a continuing textbook rating committee as previously recommended, its twelve members to serve for three years with overlapping terms. Except during the period when the committee is called into session for grading and rating books, it may discuss matters relating to textbooks with anyone. This legislation does away with the secret committee. Under the new plan members of the committee have ample opportunity to discuss textbook needs and new texts with the representatives of publishing companies.

Multiple adoption is being retained by the Association as an *objective*, with future procedure to be determined pending developments under the revised program adopted by the State Board of Education.

As school support has increased, as standards have been improved in Florida schools, and as more money has been appropriated for the purchase of textbooks, there has been great improvement in the textbooks offered for adoption, both in content and appearance.

CHAPTER V

THE F. E. A. AND PUBLIC RELATIONS

By E. L. Robinson, A. L. Vergason, and Elizabeth Heth

CONTINUING EDUCATIONAL COUNCIL
FLORIDA SCHOOL BOARD ASSOCIATION
TEACHER EDUCATION ADVISORY COUNCIL
SURVEY COMMISSIONS AND COMMITTEES
OTHER ORGANIZATIONS AND INDIVIDUALS

5

Public Relations

THE PLEA OF FLORIDA EDUCATORS has long been for a better understanding of their tasks, as well as a proper proportion of the resources of the State and counties to help them in performing these tasks.

Early in the 1930's an FEA committee defined public relations as "the avenue" through which the most desirable school practices are presented to the public in an effort to secure its support. School leaders decided that good public relations, with conservative vision, should be built up slowly and solidly, that it must be a continuous process. They concluded that FEA and school agencies must furnish the facts, but that laymen should accept the responsibility, along with those officially connected with schools, of informing the public on school needs and financial support.

Prior to 1930, public relations had been largely a local problem; now state-wide problems were beginning to arise, and ways of getting the intelligent, sympathetic attention of the large body of citizens of the State were given careful study.

County and district organizations were asked to work closely with newspapers, public officials, legislators, and civic and service organizations and to strengthen wherever possible the relationship between the local and state associations. Throughout the years many bulletins have been distributed widely over the State carrying information to lay and school people, and copies of *The Journal* setting forth proposed programs for school support and teacher and pupil welfare have been sent to many parents and to lay groups.

Under the title, "Welding Forces Together," in a brief history of FEA,¹ Executive Secretary Rickards reviewed the efforts made by the Association to enlist the help of a majority of Florida's citizens:

It is impossible to describe the arduous labor and the long sustained effort exerted by the Association to make Florida parents and lay citizens school conscious—to create in the mind of the average citizen an awareness of the fact that the schools are designed to produce the largest possible benefits for children

In this struggle, progress was sometimes slow. Contacts all over the State with key persons both within and without the school group often had to be renewed. This called for endless journeying and conferring which not infrequently took on the fervor of an evangelical mission. At frequent intervals committees and groups had to be brought together to formulate their ideas, convictions, and plans.

By slow degree these efforts built up a formidable combination of well-informed, unitedly-participating school people on the one hand—teachers, principals, and superintendents organized within FEA and the Florida School Board Association working in close alliance. On the other hand were enlightened, sympathetic, determined laymen, working within the Continuing Educational Council. This combination led to one event after another which resulted in the building of Florida schools.

By organizing the Continuing Educational Council, by seeking close coordination of activities with organizations of similar interest, such as the Florida School Board Association and the Florida Congress of Parents and Teachers,² and by cooperating with citizens' committees named to conduct studies of the school program, FEA has been able to bring to parents and lay citizens a clearer understanding of school problems.

There are many examples of results achieved through good public relations and through the combined influence of many citizens working and studying together. FEA's history would be incomplete without a brief discussion of the activities of these several agencies and organizations which have given dedicated attention to the school needs of Florida's children.

¹*The Journal*, January, 1948

²For many years the P.T.A. has worked closely with FEA and at the state level has served as liaison between the school and lay groups. Because many FEA members are members of P.T.A., and because there is an intimate relationship of members of the two groups at the local level, it has appeared advisable from time to time to have joint committees of the two state organizations considering school problems.

CONTINUING EDUCATIONAL COUNCIL

Well known and now widely recognized in its field of lay support of the public schools is the Continuing Educational Council which has for a quarter century, through good times and bad, through depression years and war years, studied school conditions and needs and made recommendations regarding education in Florida. It came into being after a Florida Governor and his Cabinet had merely expressed their sympathy for school officials, but had admonished the FEA Committee on Public Relations "to go back home and urge people to pay their taxes."³

The time was 1932, following collapse of the Florida boom, the stock market break with its attendant depression, and a general adjustment of fiscal conditions brought about by these major catastrophies; and it was in the period of economic strain preceding the closing of banks over the United States by the President. Nevertheless, school people and their lay friends accepted the challenge.

Origin

In spite of conditions in Florida and over the nation at that time, several large state-wide lay organizations, believing that children cannot wait for an education, had given their endorsement to report of the FEA Committee of Sixteen⁴ which emphasized the fact that school finances were causing grave concern, that more than half the counties did not have the ability to support a minimum program of five months, and that twelve counties faced the imminent disaster of closing their schools for a year or longer because they were "handicapped by lack of actual taxing power."

Realizing the value of such endorsement, Secretary Rickards proposed that its public relations efforts could be strengthened if these thousands of voices, combined into one large, dynamic, influential group, could state clearly what they wanted for the schools of their children. These leaders envisioned some type of organization which, working with school people, could agree on a program of school needs, work out cooperatively ways of promoting the program, and pool the efforts of its member organizations in seeking support in the Legislature. The idea grew in the minds of those who were concerned with public school improvements, and plans began to take shape for such an organization.

³*The Journal*, October, 1932, p. 11

⁴Report of Committee of Sixteen, page 84.

In the annual meeting of FEA, April, 1932, a resolution prevailed authorizing the organization of a "continuing educational council to work out over a period of years, step by step, a forward looking program both educational and legislative to be presented for consideration from year to year." The resolution directed (1) that "such a council have no authority aside from that of submitting recommendations," (2) that "among others this council include the state superintendent, representatives of FEA and of the State Association of School Board Members," and (3) that "the Board of Directors be authorized to appropriate from time to time, within its discretion, a limited sum to be paid toward the necessary expenses of the meetings of such a continuing educational council."

When FEA sponsored this Council in 1932, it was "among the first in the nation to pioneer in the field of organized teacher-lay leader cooperation."⁵

By-laws proposed by a subcommittee of the Board of Directors were adopted in the first meeting on November 14 at the Mayflower Hotel in Jacksonville,⁶ and the following recommendations offered by the committee were accepted, viz: that membership of the Council be determined by the Board of Directors, that not less than three years be considered satisfactory service of representatives, and that Dr. E. L. Robinson serve as the first chairman.

Those invited to this first meeting, in addition to the state superintendent, Attorney General Cary Landis, State Supreme Court Justice Glenn Terrell, and representatives of the Florida Education Association and the Florida Association of School Board Members, were the presidents and representatives of the following four organizations: Florida Congress of Parents and Teachers, Florida Federation of Women's Clubs, Florida Department, American Legion, and State Chamber of Commerce.

According to the new by-laws, the officers were chairman, first vice chairman, second vice-chairman, and secretary-treasurer. The executive committee would include these four officers and three additional members of the Council to be elected at each annual meeting.

Minutes show that thirty-two people attended the first meeting, perfected the organization, and authorized that four major committees be named by the chairman, viz:

1. Committee on School Needs
2. Committee to confer with Governor

⁵The *Journal*, May, 1948, p. 13

⁶Minutes of November 14, 1932

3. Committee to study and recommend changes and reorganization of the school system
4. Lay Committee to survey school financial structure

Purposes and Plan of Action

The organization, as first conceived, was to do long-time planning—a continuous process over the years, hence the name “continuing.”

Broadly speaking the purposes of the Council are: (1) to consolidate and coordinate efforts, (2) to act as a clearinghouse to study and make recommendations regarding education, and (3) to set up a long-time, continuing program for the schools to supplant sporadic efforts.

In the first meeting, it was explained that a *long-time program*, aside from adequate support under the two-point program of the Committee of Sixteen, would include other conditions and recommendations in the school survey (1928) which “were and continue to be fundamental.” These would come under what is generally referred to as a School Code, viz: good school practices and standards; training, certification, and tenure of teachers; conflicts of authority between school boards and boards of local trustees; reorganization of school boards; qualifications of a county superintendent, his duties including definition of where to leave off and where the duties of the board begin; proper administration of funds for school purposes, be they district, county, or State; appropriations and levies for school purposes, selection of textbooks, etc.⁷

It was explained further, however, that a present crisis (1932) threatened schools, that taxation problems related more acutely to schools because of two dangerous existing conditions, and that this had brought on a *serious crisis that must have immediate attention*. The two existing conditions in 1932 were:

1. Powerful sentiment in minds of some people condemning the schools for waste, unwise use of funds, poor work, frittering away of time, and for being guilty of practices that should no longer permit them to have the confidence and support of citizens generally.
2. A definite proposal, submitted to the State as a whole and apparently receiving more or less popular acclaim, to the effect that the one big source of revenue from which the schools now receive state-aid should be radically altered.

Two significant statements were made at the organization meeting which became the keystone of activities of the lay committee of the Council.⁸ In warning of the present crisis (1932) and the dangerous conditions that exist in Florida, the secretary said:

⁷*The Journal*, December, 1932, p. 4

⁸*Ibid.* pp. 4, 10-11

The combined school forces of the State have subjected themselves to rigorous economies and budget reductions. They request not only your valuable help, but also your investigation and scrutiny. They stand ready to cooperate in what is best for the State, but they ask that they not be required to bear a disproportionate amount of the cost of this economic crisis."

In reviewing a bulletin, "The School Dollar," Fred B. Noble, chairman of Duval County Board of Public Instruction, said:

My interest in the regular payment of salaries of the teachers is not because I wish to boost salaries beyond what is in keeping with these times, or to play godfather to the teachers, but to see that they are adequately paid to insure good instruction and that they may be put on a basis of compensation comparable with others who serve the welfare of both community and State.

Responsibilities of Membership

Experience has shown that attendance at the Council's annual meeting and at meetings of the Lay Committee is important mainly because it is in these meetings that problems are fully explained and programs discussed, but it is also important to note here that attendance at meetings is only a small fraction of the work devolving upon representatives by reason of Council membership. Among other things, those who serve are:

1. Charged with studying the programs,
2. Under obligation to take back to the parent organization the proposals and recommendations of the Council,
3. Responsible for disseminating information and for distributing reports and bulletins available at the time,
4. Expected to attend committee meetings of the House and Senate and hearings set by these legislative committees.

Representatives are asked to make plans through the parent organization to assist committees "back home" to establish lay support for school needs through contacts with legislators, and to cooperate with school forces in finding ways of educating citizens of the community on the importance of providing good schools.

As the original purposes have unfolded and the work of the Council has progressed, it has dedicated itself to the task of defending the cause of the public schools.

Work of the Lay Committee

Within the Council is a committee of lay citizens, each representing a state-wide organization. This lay committee was authorized at the Council's first meeting to "study the school financial structure." It

became a continuing committee, has discussed this phase of the school program from time to time as needed, and has prepared recommendations to the whole group and to FEA annual meetings.

In addition to representatives named by the various groups, state presidents of the participating organizations are ex officio members of the Council, and together they comprise the Lay Committee. Ed. R. Bentley, who was named the first chairman of this Lay Committee, attended the organization meeting of the Council in November, 1932, and has continued active in its work to the present time.

The Council is Unique

When the Council was organized, the National Education Association said that it was unique in public relations⁹ efforts in the nation. At that time official opposition to adequate school support (backed by vested interests, large land companies, some businesses, and those divisions of state government which were unwilling for schools to share in state monies) was very vocal. Smoke screening was common practice in setting into motion propaganda against schools—fads and frills, waste, unwise use of funds, etc. Because of official pronouncements against schools at that time, some newspapers would take only publicity which came through official state sources. Therefore, hundreds of bulletins were mimeographed or printed, and the member organizations acted as distributing agencies. In addition to their own local units, these agencies distributed materials by the thousands to civic and service groups and other organizations in every community.

But the Council realized that schools can move only as fast as you can take your public with you and as the State's economy will permit, and that it is necessary to bring reforms gradually. Democratic processes are like that, and because the Council kept this always in mind, its recommendations were recognized as conservative and its influence grew. In 1944, the Council made this pronouncement:

The Council definitely asserts that poor pay has caused the resignation of trained, permanent teachers to such an extent that the problems resulting therefrom have brought an emergency which endangers the welfare of children and threatens disorganization of the school system in many localities of many counties in the State.¹⁰

It continued to study school needs, to recommend programs, and it gave steadfast support even during the war years when distance and limited travel facilities prevented attendance at meetings, and in

⁹Vol. I, No. 1, Educational Policies Commission of NEA

¹⁰Minutes, April 19, 1944

the postwar years when there were "added problems of re-employment adjustments, enormous increases in school population, and insufficient buildings."

It stood squarely behind a recommendation of FEA that the "minimum salary of any four-year-degree teacher should be \$200 per month for twelve months with added increments for service and efficiency."

When the Citizens Committee was named by the Governor in 1944, the Council offered its help and the benefit of its years of study. Former Council members served on the Advisory Committees (study groups) of the Citizens Committee. In November, 1946, the Council asked that each lay organization represented in the Council undertake through its local chapters to carry out a study program on the Citizens Committee Report as soon as it should become available, with the view to having favorable public opinion brought to bear on the Legislature for appropriating enough money to put this anticipated program into operation.

A Great Movement

The activities of the Council and its support of the FEA program are excellent examples of good teamwork. It has excelled in its task of interpreting school needs and of carrying to all parts of the State information about schools. The combined efforts of this Council of citizens and school leaders have brought many changes and improvements.

From a small beginning when only four lay organizations participated, the Council has grown to include sixteen large, state-wide organizations with an aggregate membership of more than a half million people. Citizens in these sixteen lay organizations have come to be a definite part of the *school forces* in Florida. The Council has stood side by side with FEA and the Florida School Board Association in promoting legislative programs for the schools of Florida's children. Presidents and representatives of these lay organizations have served for 25 years along with school people in the vanguard of a great movement, many times taking the lead in the fight for better schools.

Governor Requests Study

In response to a letter from the Governor in 1956, the Council stepped out boldly to provide information both for him and for legislators which would help them to understand the underlying problems and the difficulties in securing qualified teachers. A bulletin entitled "How to Obtain and Hold Good Teachers in Florida's Schools" (40 pages) gives results of this exhaustive study, which was conducted

under the direction of a Steering Committee of the Continuing Educational Council.¹¹

A competent research staff was secured with the cooperation of Florida State University, University of Florida, State Department of Education, and the Florida Education Association. This research team explored factors which (1) affect Florida growth, (2) influence teacher supply, (3) determine teachers' salaries. It compared the salaries being paid to Florida teachers with beginning salaries of university graduates in such professions as Oak Ridge technical services, engineering, pharmacy, civil service, business administration, journalism, and agriculture. And it made a survey of factors which affect the decisions of teachers to remain in the profession in spite of conditions which have heretofore worked hardships on the individuals and the profession as a whole.

These experts found that Florida's school enrollment doubled in ten years, but that its supply of trained teachers continued to decrease. They found, also, that while teachers with four-year degrees had been receiving \$3,200 and less, graduates in eleven other occupations studied had beginning salaries in 1956 as high as \$5,400.

The bulletin answered many questions in the minds of the Governor and legislators, and the findings set forth in the bulletin served as the basis for agreements reached by them. The results of the 1957 Legislature with its fine "package program" for Florida schools is evidence of what can be accomplished when school needs are backed by the understanding and support of Florida's lay organizations.

In the main the lay representatives on the Council have moved quietly and carefully to understand school needs, and to build up lay support so necessary to furthering a good school program.¹² Patience and determination have characterized its activities as it has sponsored each year since 1932 the program to improve Florida's schools. It has become a moving, vital force. It has grown in influence and prestige with the years. The School Code Committee of 1937 rightly said that "no school program which is not understood and sympathetically supported by the people can be considered sound and secure."

¹¹Members of the Steering Committee were representatives of the following organizations: American Legion, Florida State Chamber of Commerce, Florida Federation of Business and Professional Women's Clubs, Florida Congress of Parents and Teachers, Florida Federation of Women's Clubs, and in addition, a lay member of the Council who was chairman of the Governor's Citizens Committee on School Construction.

¹²As this history goes to press, the Council is distributing a report on *Teacher Education and Certification*, which has been prepared at the request of and for the Interim Legislative Committee on Education.

Council Has Had Two Chairmen

Dr. E. L. Robinson of Tampa was elected the first chairman in 1932 and was re-elected each year for 15 years. He guided the activities of the Council through a period of greatest struggle. Schools not only had to fight for support and improvements, but for recognition. Having served in the Tampa schools for many years, he knew the needs of the school system, the problems of school support, and the handicaps which came by reason of economic conditions.

J. Velma Keen, attorney of Tallahassee, has served the Council as chairman since 1947, when Dr. Robinson withdrew. Living in Tallahassee, he is immediately available for conferences with the state superintendent or the Chief Executive, and with the president or executive secretary of the Florida Education Association, and for help in every emergency that arises.

Before and since becoming chairman, he has given real service in working with legislators. He was at one time a member of the Legislature and knows legislative procedure. He served as attorney for Sarasota County School Board. His knowledge of school needs and problems, his long years of service, his contacts with many outstanding leaders in the State, his work as a member of the Education Committees of both state and national Chambers of Commerce, and his sympathy for and understanding of the problems of the teacher—all have given him broad insight into school problems and ways to help solve them.

Council membership includes:

American Legion, Florida Department
 American Legion Auxiliary
 Veterans of Foreign Wars, Dept. of Florida
 Auxiliary, Veterans of Foreign Wars
 District III, Altrusa International
 Florida Bar
 Florida Congress of Parents and Teachers
 The Florida State Society, Daughters of American Revolution
 Florida Branch, American Association of University Women
 Florida Education Association and its Departments
 Florida Federation of Women's Clubs
 Florida Federation, Business and Professional Women's Clubs
 Florida Federation of Labor
 Florida Institute, Certified Public Accountants
 Florida State Junior Chamber of Commerce

Florida School Board Association
Florida State Chamber of Commerce
Florida State University
Florida Vocational Association
League of Women Voters of Florida
NEA Director for Florida
State Department of Education
University of Florida

The job which the Council has undertaken is not complete, and will probably never be complete for many reasons, two of which stand out: (1) the tremendous growth in school population which comes with Florida's phenomenal growth will continue to require a greater effort on the part of the State (the State Department of Education estimates more than a million students by 1960), and (2) values are relative in these days of inflation.

Florida citizens—officials, legislators, parents, and lay people—to-day express confidence in this organization which has steadfastly supported programs for the improvement of schools of Florida's children since 1932.

FLORIDA SCHOOL BOARD ASSOCIATION

For three decades the Florida School Board Association has rendered particularly effective service to education. It has been closely related to FEA in its work and has enthusiastically aligned itself with the "school group" in efforts to provide better schools in Florida and an education for boys and girls "equal to the best."

Organized in 1928 as the Florida Association of School Board Members (the name was changed in 1940 to the Florida School Board Association), it elected J. G. Anderson, Tampa (Hillsborough County), as the first president and set its meeting date in the spring of the year. In 1931, the date was fixed for the third Tuesday in February, but at a meeting in Miami on February 16, 1932—five years after organization—it accepted an invitation from FEA to hold its meeting at the time and place of the annual convention. This practice of meeting together has continued throughout the intervening years and has been one means of centering attention on the whole problem of school needs.

In reporting the March, 1933, meeting of FEA Delegate Assembly and of the State Association of School Board Members at Tampa, *The Journal* said that it was characterized by "Zeal not unlike that of a crusading spirit." School board members had answered the call of

their president when he asked, "Will board members unite to save school terms?" Thus began many years of close working relationships and cooperative planning.

In carrying out its objectives, the Florida School Board Association has through the years used its influence for constructive educational measures and against destructive school legislation. It has cooperated with the Florida Education Association and the Continuing Educational Council in the development of legislative programs and has supported these programs cooperatively developed at all times. It has urged its member school boards to use their influence in programs of public relations and in the understanding of school problems by citizens generally within their counties. It has given its support to many important changes in school law such as the Instruction Unit law, the Parity Amendment, the School Code, the 1941 Tax Program (to re-establish local tax revenues), the Minimum Foundation Program of 1947, and the so-called "package program" of 1957.

It has participated in the Continuing Educational Council and the Tax Inquiry Council and has staunchly supported recommendations of both organizations. In addition, the School Board Association from time to time has promoted issues in the Legislature of particular concern to school board members.

It has been outstanding in solving the problems created by the so-called "railroad suits," which brought to the counties millions of dollars in taxes withheld by the railroad companies (1936), and in defending the right of the counties to keep the taxes paid by the railroads (1953-56). To protect children's education, it has vigorously opposed suits in the several counties brought by the bonding companies. These suits attempted to take away general fund millage from current expenditures and channel it into funds set up for the payment of bonds and other past-due indebtedness.

It has stressed complete understanding of state laws and State Board regulations so that school boards may operate schools with a minimum of problems.

Close Coordination with All School Groups

In order to bring about closer coordination of effort in all school groups, the Florida School Board Association in 1941 invited the executive secretary of FEA to become secretary of its organization, and at the same time it requested the privilege of meeting in FEA headquarters when its executive committee, and/or certain legislative or other committees might be called to Tallahassee. This request was heartily endorsed by the Board of Directors of FEA.

In 1947 it paid for printing the June, 1947 issue of *The Journal*, which was a full copy of the Minimum Foundation Program. And for some years it has:

1. Made an annual contribution of \$335 to FEA Building Fund.
2. Paid \$150 annually to cover mailing costs of *The Journal* which FEA furnishes to school board members.
3. Contributed \$250 per year toward the expenses of the Continuing Educational Council.
4. Paid \$50 per month for expenses of overtime made necessary by additional services of FEA office personnel.

Following passage of the Education Act of 1947 (MFP), it invited FEA and its departments to participate in a Coordinating Committee (see p. 122) which was designed to help all people working in the education field to understand the new law, and to plan for such constructive interpretation of the act that satisfactory operation could be guaranteed. This committee joined FEA and the Continuing Educational Council in stressing complete implementation of the new law.

The Florida School Board Association became a sustaining member of the National Association of School Boards in 1951, but two years later became a fully participating member and in 1956 placed a Florida school board member on the executive board of the national association.

Clinic-type Meetings

In 1950 a plan was approved for a series of clinics on school board problems to be directed by the School of Public Administration of FSU, with Dr. Wilson K. Doyle, dean, and Dr. E. Maxwell Benton serving as consultants. The first of these clinics was scheduled at the regular mid-year joint conference of Florida School Board Association and FEA Department of County Superintendents in Jacksonville on the topic "Responsibilities in Budgeting."

The plan was continued at the annual meeting in the spring of 1951 using the following topics for discussion: "Relationships—Board Members and Superintendents," "Relationships—Board Members and Professional Personnel," "The Law and State Board Regulations," "School Board Responsibility for Curriculum." After what was considered a successful experiment in the field of in-service training, these clinics have been continued twice each year—at the annual meeting in the spring and at the regular mid-year joint conference of the association and the FEA Department of County Superintendent, each

time using topics pertinent to the work of school boards. During each of these conferences a session is given over to the business of the association.

This unique clinic-type meeting based on topics dealing with professional responsibilities of the school board members has attracted nationwide attention. Other states, believing the plan a good one, have experimented in such meetings and are finding valuable the results which have been attained.

Clinics became actual workshops on problems facing school board members in the daily dispatch of duties. Open and vigorous discussion not only has helped in understanding particular problems but also has brought information about the manner in which this same problem has been solved elsewhere. This has proved most helpful to those who serve the schools and school children.

Orientation Sessions

Another innovation in association activities is the two-day orientation session which is scheduled soon after new school board members have assumed office. The first of these sessions was held in Tallahassee in January, 1953, and has been repeated each two years since.

A pattern was established in the first session with selection of the following topics: legal responsibilities of school board members, budget making, fiscal policies, personnel policies, printed policies, insurance problems, and public relations. These have been discussed by those experienced in their particular fields. Other phases of the task which these new board members must perform are included from time to time. One item usually in demand is discussion of the pitfalls often encountered by school board members.

So popular has this orientation session become and so valuable to successful performance of duties of its members that many old as well as newly elected school board members now attend.

In addition to the full program carried by its membership, this association has given wholehearted support to items of teacher welfare and the efforts of the school group to make teaching an attractive profession. The partnership of FEA and the Florida School Board Association in working for the education of the children of Florida has helped to advance education in this State to a high degree and to make citizens conscious that those who are working in the schools are working cooperatively to do a good job.

TEAC

The Teacher Education Advisory Council was set up in 1947 as a part of the Education Act of that year (231.10, Florida Statutes) and

is a continuation of TEAC which was authorized by the School Code of 1939. Its purpose is to aid in developing desirable standards and particularly to assist in the improvement of teacher and administrator education in the State.

Its membership is comprised of representatives designated by the institutions of higher learning which offer courses for preparation of teaching, representatives from the State Department, and an equal number of persons connected with the public schools, appointed by the State Board of Education on recommendation of the state superintendent for three year overlapping terms.

As a member of this legal agency since it was organized, FEA participates in studies relating to selection, education, guidance, and placement of school personnel, especially those in instructional and administrative fields.

CITIZENS COMMITTEES ON EDUCATION

Educational Survey Commission, 1927-29

The first official study of Florida's educational system by a citizens' committee was set up by the 1927 Legislature when it created "an educational survey commission." The committee, to be comprised of five members, was authorized to employ a staff of experts, and an appropriation of \$50,000 was made available to carry on the work. The Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University, was selected to conduct the survey, Dr. George D. Strayer was named director of the study, and Dr. N. L. Engelhardt, associate director.

The *Report of Educational Survey Commission, 1929* contained the many fine recommendations made by this survey commission, but the report was never accepted by the Legislature. However, some of these recommendations became the basis for future legislation proposed by the Florida Education Association, two of which were emphasized by the FEA Committee of Sixteen and were ultimately written into law. Others became a part of the long-time program sponsored by the Continuing Educational Council and FEA, and are included in the School Code. Some of these recommendations were repeated in the Citizens Committee report of 1947 and in other school bills which have been before the Legislature.

Florida School Code Committee of 1936-37

The Florida School Code Committee, appointed by the Governor, held its organization meeting early in 1936. It named the state superintendent as chairman and the state auditor as secretary. A study of

the school laws of the State and possible changes in school administration were announced as first undertaking of the Committee. It studied many phases of the public school program and published its findings in *Report of the Florida School Code Committee*. Its recommendation brought into being the Commission responsible for preparation of the Florida School Code of 1939.

Florida Citizens Committee on Education, 1944-47

In the early 40's the influence of the Continuing Educational Council and the Florida Education Association continued to gather momentum as seen in the increasing attention given to educational needs by each succeeding session of the Legislature. They felt, however, that the pace was not sufficiently rapid for the postwar period, and a special FEA committee on school needs asked that the Governor appoint a committee to recommend "a long-range, total program" for schools.

Because comparisons of Florida schools with those in other states were all too often not giving favorable impressions about our State, lay people in larger numbers were advocating a program for improvement of schools similar to that sponsored by the education profession. This marked increase in lay interest, brought about through activities of FEA and the Continuing Council, was reflected in the work of the Florida Citizens Committee on Education, appointed in 1944 by the Governor with the approval of the Governor-elect and the state superintendent.

This committee was comprised of fifteen persons, four of whom were members of the Legislature. Its first meeting was held on November 18, 1944. It was created by executive order of the Governor for the purpose of conducting a thorough study and developing a sound, adequate, and progressive educational program for Florida, and was later approved by the 1945 session of the Legislature. A director, coordinating staff, and consultants were named. Advisory committees to study the various phases of the public school program included many school people of Florida. Appropriation to carry on this work was withheld by the 1945 Legislature, but the Governor considered the project of importance to school progress and told the committee to build its budget around \$35,000 and "we will get the money."¹³

The Committee, assisted by its Advisory Committees, made an intensive, as well as extensive study of the educational system of the State and produced a report which was published under the title,

¹³Tallahassee Daily Democrat, February 6, 1946

Education and the Future of Florida. It discovered that there were many excellent schools in Florida and that much progress had been made, but it pointed out that there were many deficiencies and problems calling for attention. It stressed the need for improvements in organization and administration, and concluded that more adequate financial support was imperative.

Much publicity was given to the findings of the committee, and the newspapers of the State were generous with space setting forth the recommendations. A question ever before the committee was: What is best for the future of Florida?

Its work culminated in the passage in 1947 Legislature of the so-called Omnibus Bill or Education Act of 1947, which included a Minimum Foundation Program that was greatly expanded and enlarged over the Minimum Program Fund of 1945.

S. Kendrick Guernsey of Jacksonville, chairman of the fifteen-member committee, indicated early in 1947 that he would "recommend its dissolution at the end of the legislative session, turning its unfinished odds and ends over to the permanent educational agencies—the State Department of Education, the Florida Education Association, and the Continuing Educational Council."¹⁴

OTHER LAY SUPPORT

Many organizations not members of the Continuing Educational Council and many citizens who were individually interested in the schools of their children gave wholehearted support to these activities. The great improvements which have come to the public schools of Florida in the last three decades may be credited to the combined efforts of those who have studied school needs, and have not hesitated to say that they want good schools and are ready and willing to pay for them.

School forces, therefore, are encouraged by the many signs of an ever-growing interest on the part of parents and other taxpayers in providing more adequately for schools. The help and understanding of *all* citizens are needed if the schools are to have sufficient funds to provide an "education for boys and girls in Florida equal to the best."

¹⁴Allen Morris' column, March, 1949, *Lake City Reporter* and many other newspapers

The Florida Education Association is a sort of symbol to me.

It is not just a passive symbol. It is an organization through which we can work effectively. But it is a symbol of our profession to the public. It is the organization through which we can show to the state of Florida our plans and our proposals for the schools. It is the symbol and the means of work whereby we can represent all that we would like to claim; an organization through which we can work for the things we desire for the future of our profession and our state.

And so I want to summarize what the conference said to me. I am tremendously enthusiastic about the future of Florida. I am tremendously optimistic about the future of Florida. I am proud of its growth in recent years. I am proud of the schools' progress in recent years. Florida in the last decade has set the pace for other southern states, and for the other states of the nation. Florida, through the activities of the Florida Education Association, has a marvelous pace to maintain, a marvelous record of achievement.

—Milton W. Carothers

CHAPTER VI

THE F. E. A.—ITS PURPOSES AND STRUCTURE

By Mrs. Blanche Daughtrey, Elizabeth Heth, Jon L. Stapleton,
Robt. B. Turner, Jr., and Howell L. Watkins

PURPOSES
ORGANIZATIONAL STRUCTURE
THE OFFICIAL PUBLICATION
OTHER PUBLICATIONS
HEADQUARTERS BUILDING
INTANGIBLE VALUES

6

Purposes and Structure

THE FLORIDA EDUCATION ASSOCIATION is the recognized VOICE of the teaching profession. It has asked for and obtained steady improvements both in pupil welfare and teacher welfare, all of which has led to nationwide recognition of Florida's school system. The pattern of development has been consistent for more than twenty years.¹

Progress in the schools of Florida did not just happen. FEA did not become "the voice" overnight. It was necessary to develop plans and to build on those plans as needs arose. The organizational framework (p. 216) shows the extensive scope of activities in which the Association has been engaged in the last few years. The basic framework is the same as that of the early 30's. Plans have been enlarged to take care of the ever-growing demands which arise as the profession grows and as the membership increases from year to year. New committees have been appointed, by-laws have been changed, but basically its problems and procedures have remained the same.

FEA has given considerable attention to building understanding among departments and groups. By facing problems squarely and openly, and by laying the necessary foundation for understanding and cooperation, it has been able to bring the thinking of the membership into common focus.

With a definite purpose in mind, responsibilities have been accepted, objectives and goals have been set up. Truly, FEA has planned democratically. Said the FEA president in 1948:

¹Guidebook—*Let's Look at Your Florida Education Association*, p. 3

We must resist with all our professional and individual effort any forces that would lead us away from believing in ourselves and in our over-all professional organization—the FEA . . . United, and relying upon our collective intelligence, with the assistance of Divine Providence, we shall go forward to greater achievements in the years that lie ahead.

WHAT HAVE BEEN THE PURPOSES?

Neither the first constitution of record which was included in the minutes of 1889, nor the constitution adopted in 1914 contains mention of purposes or objectives, but the one adopted some years later (November 28, 1930) says:

The objects of this association shall be to create and promote public interest in the cause of education, to improve its members in the science and art of teaching, and to urge such legislation as shall be to the best interests of the schools of Florida.

A less formal wording of FEA's objectives was used by the Florida School Code Committee in 1937:

1. To improve and to defend the educational opportunity of all youth of the State, and
2. To foster and to improve the professional opportunities and welfare of all the teachers of all the youth in the State.

This Code Committee report goes on to say that the significance of the Association lies in the fact that "it is a voluntary, cooperative enterprise of nearly ten thousand (in 1936) white teachers, principals, and superintendents"; that it "is a medium through which public education can be interpreted without the accusation that the interest of any specific individual or group is being promoted"; and that it is:

Prophet—prophet of school progress, and prophet of social and cultural progress. By analyzing the needs of the child, the teacher, the community, and the State, and by evaluating the means in operation to meet these needs, FEA is a powerful, authoritative voice urging and encouraging continuous improvement.²

Objectives of a general nature were included in the Articles of Incorporation and the By-laws adopted by the Association in 1950 (See Articles of Incorporation, Appendix, p. 283), and again specifically FEA is charged with a responsibility "to foster and improve the professional opportunities and welfare of persons engaged in all branches of educational administration, supervision, or teaching in Florida to the end that the children and adults in the State of Florida will have greater educational opportunities."

²Report of the Florida School Code Committee, March, 1937, p. 176

Careful review of this history will indicate that there is general agreement as to what FEA is striving for—first, the education and welfare of children; and second, because the child is directly involved, the welfare of members of the teaching profession.

The history of the FEA has been a part of the history of Florida for more than seventy years. FEA has striven to perform well its mission of advancing professional standards, of pleading the cause of youth, and of promoting the welfare of the profession; and it stands today as the recognized guardian of the schools of Florida.

ORGANIZATIONAL STRUCTURE

In this chapter having to do with purposes and structure, space permits touching only briefly on those items which have contributed to the development of good practices within the Association. As Florida has grown, so its school population has grown, and in consequence, more and more teachers have been required. As membership in the Association has grown, requests for services have grown, and more and more personnel have been needed to meet the demands placed upon this organization. Increasingly, it becomes more and more important that FEA, backed by wholehearted support of its membership, continue to minister to the needs of the schools.

The name—Florida Education Association—became definitely fixed in the early 20's. The organization alternately had been called Florida Educational Association and Florida Education Association from 1904, when the original name, the Florida State Teachers Association, had been changed to the Florida Educational Association. The official magazines during the early part of the century vary in use of the name, newspapers alternately refer to the Association in either fashion, while two printed programs on file—one in the year 1916 and another in 1919—use the longer form, the Florida Educational Association.

The accompanying chart shows the present (1958) existing framework of the organization.

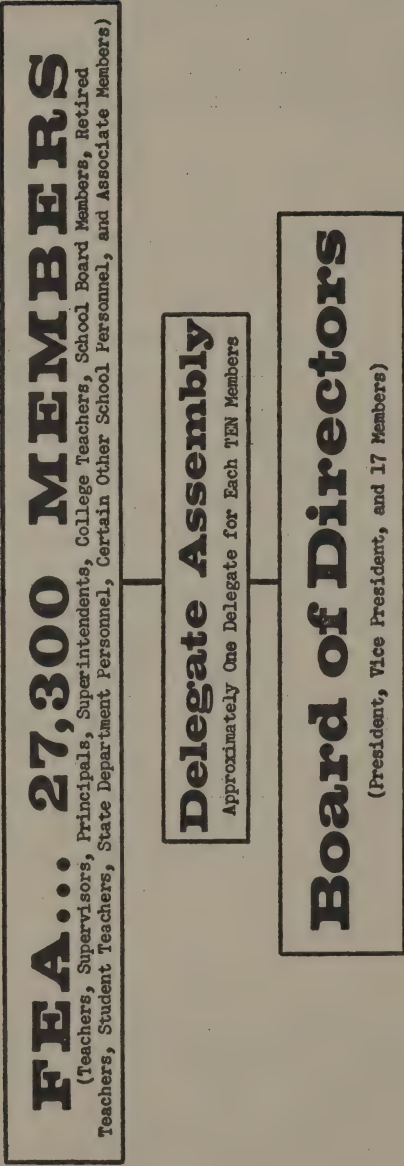
Membership

Membership is tied closely with activities of an alert, effective Association. Growth in membership in FEA reflects the growth and progress in Florida schools.

Membership for the years prior to 1929 is set up at intervals in the "proto" history (Chap. 1). One notes that it parallels somewhat attendance at annual meetings. Figures seem inaccurate, however, and sources frequently differ. It is apparent that few membership fees

Organizational Framework

June, 1958



Board of Directors

(President, Vice President, and 17 Members)

SCHOOL OF INSTRUCTION

EXECUTIVE SECRETARY
Staff

AREAS

COUNSELING
LAY
ORGANIZATION
Continuing
Educational
Council

DEPARTMENTS

SUPERINTENDENTS
SECONDARY PRINCIPALS
ELEMENTARY PRINCIPALS
CLASSROOM TEACHERS
SUPERVISORS

COMMITTEES

Standing
Auditing
Continuity of Service
Ethics
Insurance
Personnel Problems
Policies
Program Action
Resolutions
Teacher Education
and Professional
Standards
Others As needed

Conventions
Credentialed
Elections
Necrology
Steering Committee
Working Committees

Special Committees
Credit Unions
Criteria for Membership
Educational Television
Film
History
Organization & Functions of FEA
Professional Leave
Pitt-SEA Joint Committee

HEADQUARTERS

Memberships
Teacher Welfare
Public Relations
Professional Relations
Field Service
Consultant Service
Legislation
Research
Journal of the FLORIDA EDUCATION ASS'N
Bulletins
Newsletters
Committee Reports
Departmental Conferences
Summer Planning Conferences
School of Instruction
Area Meetings
Elected Leaders Conferences
Annual Convention
Delegates Assemblies
General Sessions
General Group Meetings
Departmental Meetings
Sectional Meetings
Meetings of Organizations
Exhibits
Meal Functions

SECTIONS

(Subject Matter and Special Interest Groups)

Adult Education
Art
Association of Childhood Ed.
Audio-Visual Education
Base Dependent Schools
Business Education
Classics
Deans and Counselors
Distributive and Cooperative
Education
Education and Safety Education
Educational Secretaries
English
Exceptional Child Education
Florida Athletic Coaches
Health, Physical Education,
and Recreation
Home Economics
Industrial Arts
Intermediate Education
Junior College Faculty

Kindergarten Education
Mathematics
Modern Languages
Music
Primary Education
Publications Advisers
Reading
Research and Testing
Retired Teachers
School Food Service
School Librarians
School Psychologists
Science
Social Studies
Special FEA Chapters
State and Industrial Ed.
Trade and Industrial Ed.
Visiting Teachers and
Attendance Assistants
Vocational Agriculture
Vocational Education

LOCAL ASSOCIATIONS

Classroom Teachers Associations
County Associations
Future Teacher Clubs
Principals Associations
Schoolmasters
Student FEA Chapters

ASSOCIATED ORGANIZATIONS

Florida High School Activities
Florida School Board Association

IN COOPERATION WITH

State Department of Education
Institutions of Higher Learning
Florida Association of Colleges
Florida Congress of Parents and Teachers
State Advisory Council on Education
State and Local Chambers of Commerce
Teacher Education Advisory Council

were collected except at the annual convention until 1923, when a headquarters office was established at Winter Park. This was moved to Clermont the next year and transferred to Tallahassee in 1927. Prior to 1923 there was a lack of steady development with many years showing a loss in membership, attendance, and operation.

An all-time high of 6,500 members had been reached in 1928-29. However, membership in 1929 and again in 1932-33 reflected the general financial condition of the country and slipped back to less than 6,000. Only once since that date has FEA failed to gain in membership. This happened in a "war" year when both students and teachers were joining the Armed Services. Memberships are listed below for every five year period beginning in 1930-31, except that *annual* membership is given for the past three years:

1930-31	6,375	1950-51	14,968
1935-36	8,542	1955-56	22,095
1940-41	10,811	1956-57	24,017
1945-46	10,857	1957-58	27,308

School population, likewise, has shown a steady upward trend, growing from 354,112 in 1930-31 to 831,846 in 1956-57.

An effort to secure citizen members was tried for the year 1924, but was not continued. However, associate memberships have been most acceptable throughout the years that have followed.

Membership Fees, which teachers set for themselves, provide the means to carry out the purposes and to work for objectives of the Association. Since 1947 membership fees have varied according to a schedule based on teachers' salaries.

When FEA added *The Journal* as a service to its members (1923), the then regular fee of \$1.00 was advanced to \$1.50, and associate membership was offered to lay citizens for \$1.00. Several years later, when the executive committee contemplated employment of a full-time secretary, the membership fee was raised to \$2.00. Through twenty lean years no effort was made to increase this membership fee because teachers' pay was very low. During those years, however, the Association was struggling to gain recognition, and more and more demands were being made on the time of the limited office personnel.

As salaries of teachers started to advance in the early 1940's with some re-establishment of local revenues and increased state-aid, thought was given to increasing the membership fee to provide help which was badly needed. In 1946, the fee was raised to \$3.00. With a potential membership of only 10,000 to 11,000 teachers, the Association

could do little more than add an assistant secretary, pay his traveling expenses, and provide an office secretary to do his work.

It became apparent that additional help was needed in every line of endeavor carried on by the Association—in many committee activities, for meetings, conferences, conventions, and in connection with *The Journal* and other publications. Consequently, the Board of Directors decided in 1947 to ask that the Delegate Assembly vote for an increase which would provide these things. They recommended a sliding scale for fees, viz:

For salaries up to \$1,799	\$3.00
For salaries up to \$2,999	4.00
For salaries of \$3,000 and above	5.00

By the early 1950's, pressure of problems, plus rapid growth of the Association, led to demands for still additional services and in 1953 the Board recommended another increase which would provide more field work, a research assistant, additional office personnel, and would include \$1.00 per member to be applied directly on the new FEA Building, thus effecting a savings in interest. The new schedule of membership fees beginning in 1954-55 reads:

\$ 6.00	for salaries up to \$1,799
7.00	for salaries up to 2,999
8.00	for salaries up to 4,999
10.00	for salaries of \$5,000 and above

Provisions were made also for student fees for those regularly enrolled full time in teacher-training institutions in Florida of \$1.00, and for Florida retired teachers of \$1.50, which latter fee must be paid through the Retired Teachers Section of FEA. Life membership is available for the payment of \$150.

Assembly of Delegates Established

The chart on page 216 best analyzes the many facets of an enterprise which is reaching large proportions. Working under the Articles of Incorporation and By-laws (see Appendix, p. 283), the membership through its delegates controls the work of the Association, (1) in meetings of the Delegate Assembly, and (2) through activities of the Board of Directors.

The Delegate Assembly is the legislative body of the corporation and votes on all questions presented to it, either in regular or special sessions called by the Board of Directors. Delegates are chosen according to formula set up in the by-laws, and business is conducted as stipulated.

In the early days of the organization, and until 1926, every member who paid his dues was eligible to vote on the business of the Association. Under the constitution adopted that year, representatives which made up a "state" assembly fell into two classes—ex officio and elected; but in 1930, because ex officio delegates had greatly outnumbered the elected delegates, the constitution was changed, and representatives to a "delegate" assembly were chosen by the membership from schools (and other units) in the various counties. That plan with some variations has continued to date. At the present time ex officio delegates include the state superintendent, presidents and deans of schools of education of colleges and universities in Florida, and members of the Board of Directors.

The Delegate Assembly has grown as the membership has grown. It now numbers (1957) approximately 2,900.

The Board of Directors, comprised of president, vice president, and two members from each Congressional District of Florida and one from the state-at-large, has general charge of the business of the Association. The members are elected by the Delegate Assembly for staggered terms of three years.

There are now 17 elected members of the Board of Directors from the eight Congressional Districts and the state-at-large, plus the president and vice-president of the Association, according to the pattern established under FEA constitution of 1914. Chairmen of the five FEA departments are invited to attend Board meetings. They participate freely in discussions, but the by-laws limit voting privileges.

The name of this governing body was changed in 1930 from "Executive Committee" to "Board of Directors." The new constitution of that year also provided that the president shall preside at meetings of the Board of Directors.

The Executive Secretary is appointed by the Board of Directors as the administrative head of the Association, and is responsible for carrying on its routine business and such other activities as the Board of Directors and the Delegate Assembly may direct. A further study of the chart will show the scope of activities now directed by the executive secretary and his staff, which includes an assistant executive secretary, research specialist, field representative, associate editor, finance officer and office manager, and office personnel including eight full-time secretaries, clerical workers, and machine operators, and four part-time machine operators (seasonal) and student employees.

This position has required considerable executive and managerial ability, and skill in public and professional relationships; editorial acumen; and expertness in formulating, interpreting, and promoting

programs, both in leading up to and during sessions of the Legislature. Records reveal that executive secretaries also have shown special skill in setting up meetings, conferences, and conventions; assisting others in such planning; and giving valuable counsel to local organizations. There have been times when public relations problems have been of such magnitude that those administering the affairs of the Association, of necessity, have had to give full time to public relations and legislative contacts.

There have been only three full-time executive secretaries to serve the Association:

R. M. Sealey—July 1, 1927 to February 21, 1928

James S. Rickards—July 1, 1929 to January 1, 1949

Ed. B. Henderson—since January, 1949

Leading up to Mr. Sealey's appointment in 1927, Dr. O. I. Woodley, A. B. Johnson, and Dean J. W. Norman served as part-time secretaries, while R. J. Longstreet carried the work on a part-time basis from the time of Mr. Sealey's death (February 21, 1928) until the Executive Committee could find the "right" man—a period of approximately one year and four months.

Reorganization of 1926—Districts Established

The movement to divide the State into districts grew out of a plan endorsed by FEA for joint institutes which had been successful in bringing together practically all teachers in the State with the exception of several counties that did not come in on the movement.

A new constitution in 1926 provided that the State should be divided into districts, and district meetings were arranged in the fall of each year in most of the districts after boundaries were fixed by the Executive Committee. These meetings have served to bring all teachers professional help, to interpret more clearly what the Association is doing for them and for the cause of public education, to keep all sections abreast with educational progress in the State, and in turn to make sure that the state Association serves all localities according to their respective needs. As an example, district meetings proved their effectiveness when they were used as a means through which the Minimum Foundation Program could be explained in advance of the 1947 Legislature.

In 1948, an effort was made to reduce districts in number and to call them regions, to hold two-day meetings instead of one with the idea that the annual convention might be reduced to a Delegate Assembly. Although this plan was not carried through, the word "area" has replaced "district" in the revised By-laws of 1956. The boundaries

of "areas" are subject to change by the Board of Directors as the need arises.

Committees

Many hundreds of teachers each year participate in committee work, and their findings reflect the wishes and desires of the membership and point the way to changes which need to be made. The chart (p. 216) divides committees into three categories, i.e., standing, convention, and special.

Standing committees are continued from year to year until a purpose is achieved, and new ones are created as the need becomes apparent. Many accomplishments of the Association have grown out of the studies and recommendations of standing committees, such as retirement, continuing contract, program action (legislative), and resolutions. Recommendations of committees, when approved by the Delegate Assembly, are directives from that body and act as a guide for the Board of Directors, the president, and executive secretary.

Convention committees have developed as needs have arisen for the services of many people to assist the staff members in completing arrangements and carrying through plans for an annual convention.

Special committees have from time to time rendered very real service in advancing the work of the Association. Some have made exhaustive studies on which far-reaching action has been predicated. It sometimes happens that items from these committee reports continue to be pertinent year after year. The work of a number of such special committees in FEA has been discussed in detail at various points in this history.

Departments

The five FEA departments—Superintendents, Secondary School Principals, Elementary School Principals, Supervisors, and Classroom Teachers—are vitally important and exceedingly helpful in carrying on the work of the parent organization. Each has a two-fold purpose, (1) to deal with problems faced by its members, and (2) to consider carefully problems which face the profession as a whole.

The Association looks to each of these departments to set up an activities program which will meet the needs of its members and, working always within the framework of FEA, carry on a professional relations program which will help the membership to become aware of the total program.

Confusion in designation of departments, groups, and sections

existed from the early 1920's. Some years all were listed in annual meeting programs as groups, other years all were called sections, and some years all were designated as departments. In 1947, a Policies Committee was asked to define "department," and to clarify relationships between departments and the subject-matter and special interest groups which customarily hold meetings at the annual convention.

As a result of the recommendation of this committee the five groups named above were designated as departments, and a by-laws change provided that "when new departments are organized, they shall not duplicate the member personnel of departments already in existence."

County Superintendents. Bringing superintendents together to discuss their common problems is as old as the Association itself. State Superintendent Russell wrote in his biennial report that he was enabled to assemble "the first convention of county superintendents" at DeFuniak Springs in 1886. In the early part of the century, superintendents were included in a group known as "County Superintendents and Other School Officials." According to official FEA annual meeting programs on file since 1922, superintendents have met separately during some years, or as a section of a group called "School Administrators." More frequently this department has joined with the members of the Florida School Board Association.

Since 1946, these joint meetings have been planned each year at FEA spring meeting, and a mid-year conference in November or December, held at a time and place determined by the executive committees of the two organizations. In addition to these two meetings, a summer conference is scheduled each year at the University of Florida for county superintendents.

In the early years this group provided much of the leadership of the Association and has continued to be very influential in the educational affairs of Florida. Programs have been devoted mainly to administrative and legislative problems; however, problems of instruction and supervision, teacher training and qualifications, added classrooms, and all other items of school organization, have had a prominent place when programs are planned for the several meetings each year.

Many superintendents participate actively in the American Association of School Administrators (AASA).

Secondary School Principals. Apparently, during early years of the Association, principals met with superintendents. In 1907 there is a record which states that "a committee of principals" was named from the group of "superintendents and other school officials" to write a State Course of Study. *The Journal* for June, 1925, records minutes

of the sixth "annual" conference of Florida High School Principals and lists the names of ninety principals and county superintendents in attendance at a meeting in Gainesville. This would indicate that the group was organized in 1919.

According to the official program, a Senior High School Principals section was scheduled at the annual convention in December, 1924, and in 1926 there appears in the program a Department of School Administrators which included Supervising Principals. However, the Secondary Principals group voted in 1927 to discontinue meetings at the annual convention and to merge its activities with the Department of Secondary Education. Presumably, secondary principals wanted opportunity to visit in the various subject matter groups scheduled at convention time. They felt that administrative problems could be discussed when they met together at other times during the year.

In the 30's and until war conditions interrupted conventions, an All-Principals Conference was organized (1933-1942) and met during the annual convention at the supper hour to avoid conflict with other group meetings.

The Department of Secondary School Principals now meets three times each year. Its annual meeting is held concurrently with FEA convention, and in addition there is scheduled each fall a conference which rotates from college to college. The mid-summer conference is a full three-day meeting held each year in Daytona Beach.

One of the first projects of this department had to do with high school athletics and the development of the High School Athletic Association, and to establishment of eligibility and the proper controls. At the close of World War II, it launched on the project of "Improving the School Program," and studied the major problems facing the secondary schools.

Under a study having to do with improvement of administration of schools, it has expanded the Athletic Association into the Florida High School Activities Association which generally supervises all inter-scholastic activities and compiles the "Calendar of Events" of all state and district meetings.

Since 1948, the department has been engaged in a continuing articulation program in which many of the problems of articulation have been resolved and others are being studied.

It has conducted a series of experiments in curriculum, has actively promoted the student council movement and the National Honor Society, and has carried on an active program at the junior high school level which has attracted both state and national attention.

The FEA department is recognized by the National Association of Secondary School Principals as a participating group. Over 90%

of Florida's secondary principals maintain membership in this national association. In 1956, and again in 1957, it presented Certificates of Appreciation to the FEA Department of Secondary School Principals for "distinctive professional services given to the advancement of secondary education." These citations are on display in FEA headquarters building in Tallahassee.

Elementary School Principals. By 1927 school leaders had become conscious of the value of organizing and of working together on common problems. It was at the annual convention held in Tampa in December of that year that elementary principals organized as a part of the Division of Administration of FEA.

This group made great effort from the beginning to include every individual elementary school principal in the State so that all would grow professionally and benefit mutually from the contributions of every other principal. One major objective was the organization of local groups.

The philosophy of the Department of Elementary School Principals (DESP) is best expressed in a preamble to its constitution, viz:

A great majority of our future citizens receive all their formal education in the elementary school. To it is entrusted the physical, mental, and moral training of the child during his tenderest years, and to it we must look for that basic training upon which all future education must rest. Educators . . . are realizing more and more the responsibility placed upon the elementary school, but primarily it is the elementary school principal who must face these responsibilities intimately.

According to the constitution, elementary principals are banded together "to study the problems of the elementary school with a broad and sympathetic outlook, to enlist the aid of educational forces everywhere, and in general, to give to the elementary school child the advantages of united effort." Its executive board differs somewhat from that of other departments in that it includes four vice chairmen in addition to the chairman, secretary, and treasurer, and a director from each FEA meeting area. The chairman is elected for one year with the privilege of succeeding himself for one term; the secretary is appointed by the chairman and approved by the executive board. Other members of this committee are elected for two years with staggered terms.

The constitution also provides that the Florida representative to NEA-DESP, a representative from the State Department of Education, and a member of FEA staff be members of the executive board.

The annual meeting is held at the time of FEA convention, but two other conferences are held each year to help principals improve

themselves in administration, supervision, and curriculum development. One of these meetings is held jointly with secondary principals.

Major emphases in DESP are placed on: (1) improving the professional status, (2) working with other groups to provide the best possible educational programs, (3) working toward effective evaluation of the elementary schools, (4) developing a good program of instruction for elementary schools.

In the early years of the organization newsletters were sent to all elementary principals. Later bulletins and conference reports were compiled for distribution by the publications committee, and currently (1957) conference reports are summarized in bulletins published about three times a year. Also, the DESP research-action committee is making progress on a history of the department. Two most recent projects of this committee have been:

1. *A 3-D View of the Florida Elementary School Principalship* (a status study which has won nationwide recognition)
2. *Florida Elementary School Principals Talk It Over* (addressed particularly to new elementary principals)

The Department of Elementary School Principals attempts to cooperate closely with FEA and the other departments of the parent group. More than 500 elementary school principals in Florida are members of the NEA Department of Elementary School Principals.

Supervisors. Elementary supervisors were active in the 1920's and for some six years—1925 through 1930—held regularly organized group meetings in connection with FEA annual conventions. These meetings were discontinued presumably because supervisors preferred to participate in the Department of Elementary Education, which group, for the most part, had elected elementary supervisors to lead its activities and programs.

It is probable, too, that supervisors felt there would be opportunity to discuss their own problems at some one of the conferences called by the state supervisor of elementary education, and at a time when there would be no conflict with fine programs of many other groups concurrently holding meetings.

The official program of 1942 once again included plans for a meeting of supervisors. This resulted from a conference in 1941 at Camp O'Leno where a chairman was elected and plans made for a group meeting and program at the next FEA convention in Tampa. Conventions were restricted in 1943 because of the war, but at the Delegate Assembly in 1944 in Daytona Beach supervisors met, made recommendations regarding workshops conducted by the colleges and

other items of interest, and again elected officers. The need for training a large group of beginning supervisors and for developing leadership became particularly urgent when in 1945 the Legislature made mandatory supervision in each county.

A Florida Association of Supervision and Curriculum Development was organized in 1946, using the supervisors' group as its nucleus, recognizing the same officers elected at the previous FEA meeting, and adopting a constitution. It became affiliated with the national ASCD and gave leadership to activities suggested by that organization. The year following, however, FEA Board designated the supervisors group as one of five FEA departments, and some adjustments became necessary. FASCD constitution was revised in 1951 to satisfy the requirements of FEA policy regarding the name, and in that year this association officially became a department of the Florida Education Association. Thereafter, programs were planned each year for the FEA Department of Supervisors. During those years of adjustment, officers elected served both groups.

The official program of 1954 recorded a change in name, and the Department of Supervisors became the FEA Department of Supervision and Curriculum Development. A conflict of interest continued, however, and after studying the persistent problem of the need to conform to national ASCD policies on membership, voting, etc., separate constitutions were adopted in Tampa in 1957 for the FEA Department of Supervisors and for the FASCD. Its officers made this statement:

As the Department of Supervisors, those of us who are eligible can work on problems peculiar to our membership. As the Florida Association for Supervision and Curriculum Development, we can permit all who are interested in curriculum matters to participate without restrictions. This latter organization will now meet fully the requirements of the policies and the constitution of the ASCD-NEA.

The department accepted in 1954 and completed an assignment to prepare an ASCD pamphlet—*Developing Programs for Young Adolescents*. Among its publications, also, are found the following leaflets:

Curriculum Publications in Florida Counties, 1956

A Guide to Booklists for Reluctant Readers, 1956

Curriculum Development in Florida in 1956

A fourth leaflet—*Ways of Working with the Talented, Gifted, and Superior Child*—is in preparation.

Newsletters, including reports of meetings of the executive board and the department, and of projects and activities in which it is engaged, are mailed three and sometimes four times a year.

Working together for curriculum improvement has been the main objective of the FEA Department of Supervisors (formerly FEA Department of Supervision and Curriculum Development).

Classroom Teachers. From 1929 until now, the leaders in the classroom teacher movement have held to the same idealism, but this was put into words by its chairman in the fourth year of the department's organization:

Membership in professional organizations is evidence per se of professional pride, and if the membership is active, is conducive to professional growth. And professional growth is an essential characteristic or possession of a qualified teacher. One of the ideals of Classroom Teacher organizations is that only the truly qualified teacher may serve our state.

It was in that year that plans were completed to organize a department of classroom teachers on a state-wide basis, and at the annual convention in Pensacola, this was accomplished (November 1929). The Tampa Teachers Club, the oldest local classroom teacher association in the State, had sponsored the effort.

Officers elected were president, vice-president, secretary, and treasurer, and instructions were issued to draw up a constitution for the new department to be presented for adoption at the meeting one year hence. Emphasis was placed on close cooperation with the Florida Education Association toward bringing about unity of professional effort in the State.

The constitution was revised in 1935, and the group became a department of Florida Education Association. Under this constitution, classroom teachers who were members of FEA were automatically members of the department. FEA accepted the responsibility of financing the department even though those were very lean days.

Local associations were formed to promote growth in a professional way, to cooperate with school executives and school boards toward improvement in teaching, and to further teacher welfare. Classroom teachers became prominent in carrying on in every county a program of public relations and made great effort to keep citizens informed about the work of the schools.

A further step in unifying and solidifying the efforts of the Classroom Teachers Department on the local and state level was the establishment in 1948 of an Advisory Council. This group is comprised of the elected presidents of all county classroom teacher associations, who gather with the state-wide elected leaders to discuss the programs and problems current at the time. Sessions of this council are held twice each year, usually at the fall conference and at FEA convention time.

As the activities and programs of work promoted by the various classroom teacher groups throughout the State revealed the sincere professional spirit motivating the work of the teacher, so the total profession has come to recognize the great part that a classroom teacher unit performs in the field of public relations at the local level.

With remarkable vision and sincere devotion, chairmen have planned and worked to give classroom teachers an awareness of their potential toward professional growth. Typical of this inspirational leadership, a chairman wrote in her message:

If I were asked the *sine qua non* of the qualified teacher, I should answer, "growth." Continuous growth professionally, intellectually, spiritually, and socially, and by socially I mean the service one renders his fellow man—this is the distinguishing characteristic of the truly qualified teacher. The degree is an evidence of the desire to grow; it is the outward badge of growth. The degree without devoted, unselfish service is like the house builded upon the sands.

In the first years of the organization many classroom teachers were interested in improving education for the welfare of children through the major project of curriculum revision. Of primary importance, too, was the report of the Committee of Sixteen which started the Association on its long struggle for adequate financial support and proper recognition of school needs.

In the meantime, classroom teachers "yearned" to understand the problems confronting the educational system and to know what obstacles stood in the way of a solution of these problems. Leaders in this movement believed that a teacher's field of action was broader than the classroom. They recognized a need of good public relations efforts which would extend to the community and to the State, and they came to believe that problems confronting schools would not be solved unless they accepted a share in solving them.

Believing that "teaching in Florida is a profession," and that "good teaching can result only under conditions of economic security, tenure of position, and adequate retirement," they launched into study programs on (a) single salary schedule, (b) tenure, (c) improved professional standards, and (d) a sound and acceptable retirement system. After these were well under way, other committees became concerned with studies on professional growth, teacher qualifications, and the economic status of the teacher. It should be remembered, too, that classroom teachers were first to call for a standard of four years of professional training in a recognized college and one year of apprenticeship under the direction of an institution engaged in training teachers.

Two important problems which recurred frequently in discussions having to do with teacher qualifications were: (1) what are the personality traits that should characterize the good teacher; and (2) what is the relationship between economic status and good teaching? Committees attacked these problems with equal enthusiasm and brought in reports, showing that teachers were not concerned solely with the financial aspects of their jobs. All of these studies made a definite contribution to the progress made by the Florida Education Association and its other departments in the total program.

Classroom Teachers Department of FEA comes together several times each year—first, in a Leadership Conference scheduled early in the school year; second, in four Work Conferences planned monthly beginning in December at the University of Florida; and third, in its annual meeting at the time of FEA convention. In discussion groups at these various conferences, it has considered every major problem faced by the Association in an effort to thoroughly understand the problems and to define the classroom teacher's role in solving them.

Classroom teachers work closely with the NEA department, send representatives each year to the National Conference, and annually send delegates to the Southeast Regional Conference. The Florida department was host to this Southeast Regional Conference of NEA in 1948 at Lakeland and again in November, 1957, at Tampa.

Sectional or Group Meetings

To concentrate efforts on a special subject at some period set apart from general participation in convention has been the desire of many teachers since the early days of the Association. In 1892 a Committee on Platform included in its recommendations that "in the afternoon a general session of county superintendents and other sectional meetings be held." In consequence, the annual meeting of 1893 held general sessions morning and evening; in the afternoons sectional meetings were scheduled for Primary, Pedagogical, and County Superintendents.

Reason is not given in the minutes for failure to continue this plan. However, in the early part of the 1900's we find records indicating that sectional meetings were held for the High School Department, and for Rural School, Classical, History, Primary and Kindergarten, and Business Teachers Sections. At a meeting in Tallahassee in 1920, the program lists only four of these sections as active, but in 1922, seventeen subject matter groups held meetings, most of which are continued in FEA planning today.

In 1957, meetings for thirty-three sections were listed in the official convention program. And, in addition, nineteen other organizations

requested that meeting places be assigned. Most of these meetings were scheduled at the breakfast and luncheon hours or very early on Saturday morning to avoid conflicts with regular sessions of the convention.

Conventions

From its inception, FEA's state convention has been of major importance in the activities of the Association.

Meetings have been held each year since 1886, except in 1943 and 1945 when war conditions restricted travel. A limited convention at Daytona Beach in 1944, another war year, was called a "Wartime Meeting of the Delegate Assembly," officers were elected, and business was transacted. In order that every teacher may become familiar with the business transacted, a convention is reported in one or two issues of *The Journal* that immediately follow this annual event. Such outstanding addresses before the convention as space will permit are printed. Only once in its history—1922 meeting in St. Petersburg—has the Association published a "Proceedings" of its annual meeting.³

For some thirty years prior to 1928, conventions were scheduled during the Christmas holidays. In that year, however, the membership considered Thanksgiving more desirable. From time to time a spring date was discussed, and in 1932 and 1933 dates were set in March, but it was not until 1937 that the annual meeting date was shifted permanently to the spring months. Because of conflict with the tourist season in South Florida cities, convention dates are selected in March or April.

By 1937, also, FEA convention had become the largest state gathering in Florida, and convention facilities in most of the cities were outgrown, leaving a choice of only two cities in the State—Miami and Tampa—for the place of meeting. A plan of alternating from year to year between these two cities has been followed since that time.

Only once have teachers been asked to pay a registration fee at the state convention. In 1950 at Miami a fee was fixed at \$1.00 to help finance the annual meeting; but because teachers were opposed to the practice, it was discontinued at the next convention.

Conventions have been educationally significant from the early days of the organization because they have provided a forum where new methods in education could be discussed and leaders could arrive at solutions for problems caused by the State's growing school system. With the change of emphasis to increased support of the public schools in 1929-30, items of legislation became major topics

³Copy presented to FEA by R. J. Longstreet in 1955

for consideration. Examination of official programs shows that each year the state superintendent is called on for one address, at which time he reports to teachers and school workers progress made in developing the State's public school program; FEA president reviews Association activities and plans for the improvement of schools and for their financial support; while committee studies and reports project future action in the development of pupil and teacher welfare.

The most outstanding leaders in the field of education and the arts have appeared on these annual meeting programs. Included, also, have been speakers on international topics and on problems of national significance. Friendship and fellowship have been emphasized and opportunities extended through receptions and meal functions scheduled for fraternities, colleges, and like-interest groups.

During 1926 and again in 1948, an effort was made to enlarge the activities of district (or regional) meetings, and to confine the annual meeting to a Delegate Assembly. But these efforts failed, and each year full convention plans have been carried out.

Although a variety of events, sufficient in number and interest to appeal to the entire membership are scheduled, effort has been made to preserve the professional tone of all conventions of the Florida Education Association.

School of Instruction

The School of Instruction grew out of a need for better understanding among teachers and administrators of the purposes, structure, and functions of FEA. Customarily, FEA Board held a summer work conference, made up of the officers and directors, presidents of FEA districts, and chairmen of the five major departments, to plan more effectively the program for the year ahead.

Recognizing the value of working together as a unified group toward common objectives, Mrs. Sarah Goodman, president, appointed a small committee to study better ways in which FEA might develop closer professional relationships. As a result of its recommendations, the 1950 summer work conference studied the organizational framework and compiled materials which were woven into a "Guidebook" for use in a broadened conference the next year. This guidebook has each year since been expanded to include additions and changes in the operational procedure of the Association.

To the first session of the School of Instruction in the summer of 1951 were invited presidents of all county-wide classroom teacher associations, education associations, and administrator groups—as well as those previously invited to a summer planning conference. Past presidents, too, were asked to assist the president and staff of workers. This

greatly enlarged conference was made possible by the increase of membership fees under the new schedule, and by the willingness of participants to pool the small expense allowances to provide transportation for all. In 1957, it was still farther expanded and vice-presidents of all county-wide education and classroom teacher associations were invited to the School of Instruction.

Each year since, the number of "elected leaders" in attendance has increased, reflecting greater interest among school workers in this study of their own professional organization, its component parts, and its purposes and function. Each member of the conference is asked (1) to make a self-evaluation—what the conference has meant to him, and (2) to report to schools and local associations, and if possible, to put on a School of Instruction for the teachers in his county.

The willingness of teachers and administrators to come together, to devote time and energy to such a study, and to work on the over-all problems, is evidence that they have a sincere desire to increase the effectiveness of their professional organization.

THE OFFICIAL PUBLICATION

"Without a proper channel of communication among its members," the founders of the Association realized in the year after organization that they could "do but little or nothing for the cause of education" or for themselves as an organization. Establishment of a teachers' journal was considered of equal importance with "regular organizations in each and every county." This was set forth in a resolution which prevailed at DeFuniak Springs in 1887:

That we, members of this organization, earnestly recommend to the Executive Committee to use its untiring efforts and all possible means at hand to establish at once a teachers' journal for the State of Florida, the same to be the official organ of this organization, with a correspondent from each county; second, that the same committee and the officers of the association use their whole influence and labor to establish County Institutes in every county of the State.

Although this action was taken at the second meeting of the Florida State Teachers Association (1887), and was concurred in by the Executive Committee, that committee asked that:

. . . before entering upon publication of this journal, they shall issue a prospectus, giving full details of plan, etc., to be extensively circulated and that a well assured promise of \$500 be procured before the publication is commenced; that with the guarantee of subscribers they may be able to procure advertisements.

The motion stipulated that there should be ten issues (except July and August) and the price was not to exceed \$1.00 per annum.

Florida School Journal, 1887-1895

There is no record of action taken by the Executive Committee and a publishing committee which had been subsequently named in the 1887 convention, but at the annual meeting of 1888 (March 12 Minutes) Henry Merz, editor of the *Florida School Journal*, made a report of the financial condition of the paper which showed that although advertising had produced \$160 and subscriptions amounted to \$51.50 from individuals and \$188.50 from counties, there was a deficit of \$109.05 in the operation. This loss was quickly made up by pledges from ten counties and the Duval Education Association amounting to \$130. This would seem to indicate that the editor had disregarded the recommendations of the Executive Committee to be "well assured" of the promise of \$500.

At this same meeting the *Florida School Journal* was adopted as the organ of the State Teachers Association in accordance with the original motion. Subscription to this journal was not combined with membership fee in the organization.

By the time of the annual convention of 1889, Mr. Merz had apparently yielded the editorship to F. L. Kern, who in the meeting of the year before had been named to a Committee of Five on the *Florida School Journal*.

Financial difficulties continued to plague the publication of the *Florida School Journal*, and in 1891 (March 10) in Tampa, V. E. Orr, school supply man and publisher, made a statement showing the journal to be a financial failure, whereupon the "association voted to turn it over to him in toto, pledging to him their cooperation and support." Mr. Orr continued to publish the magazine until 1895.

But by 1894 many school people were not satisfied with the *Florida School Journal*. In a meeting at Gainesville, resolution was passed calling for the publication of a paper representing the school interests of the State, and to this end a committee of five was requested (See p. 24).

Report of the committee was made to the next annual assembly on January 3, 1895, by Harry E. Graham, chairman, viz:

That after a thorough investigation they had found it to be the part of wisdom to turn the matter over to Messrs. Sheats, McBeath, and Guilliams who took it on their own responsibility and were ably conducting the *Exponent*.

The following years saw publication of the *Florida School Exponent* (1894-1916), the *Florida School Room* (1914-1920), and the

Florida School Journal (1919-1923), each of which from time to time was named the official organ of the Florida State Teachers Association (the name was changed in 1904 to the Florida Education Association).

During these years, also, two other magazines began publication, but were short-lived. *The Florida Teacher* (1892) was edited and published by A. E. Booth, Dade City. Only two issues survive, that we can find. Numbers 3 (June 1892) and 4 (July 1892) are in microfilm in the P. K. Yonge Library of Florida History, University of Florida, Gainesville. The other, the *Florida School Journal* (1898), under the management of Prof. E. W. Barrington of Quincy, published three issues—January, February, and March, 1898, before suspending operations. This magazine was revived in July of the same year with J. C. Trice of Tallahassee as editor and publisher. Only one issue—February 1899, Volume II, No. 2, survives. It, too, is in the P. K. Yonge Library of Florida History.

The Florida School Exponent 1894-1916

Volume I, No. 1 of the *Florida School Exponent* appeared in March, 1894, and was published by the Florida School Exponent Publishing Company, Ltd. Officers listed were W. N. Sheats, president; J. M. Guilliams, business manager; and Thos. F. McBeath, managing editor. During its twenty-two years (1894-1916) of publication the *Florida School Exponent* had four editors:

Thos. F. McBeath	1894-1907
A. A. Murphree	1907-1908
Miss Hattie Carpenter	1909-1911
T. J. Appleyard	1912-1916

The Florida School Room, 1914-1920

The *Florida School Exponent* was succeeded by the *Florida School Room* published at Dade City and edited by P. W. Corr. In 1919, Mr. Corr brought out a new magazine under the name of the *Florida School Journal* (1919-1923) and thus revived the name of the first official magazine which began publication in 1887. Apparently, one year later he discontinued publication of the *Florida School Room*. Each of these magazines was owned, edited, and published as a private enterprise.

The Journal of the Florida Education Association, 1923-

Not until 1923, thirty-seven years after the first official publication in 1887, did the state education association assume financial responsibility for the publication of its own magazine, at which time *THE*

JOURNAL of the Florida Education Association became one of the services furnished to teachers by reason of membership. That year, Miss Rowena Longmire, president of the Association, said in her address to the convention:

These papers rendered valuable service to the educators of the State, but when it became a part of our policy to employ a part-time secretary, the general officers and the Executive Committee felt justified in starting a larger publication; hence *THE JOURNAL of the Florida Education Association* which made its appearance last September (1923), and we trust it will be a permanent organ of the Association.

Dr. O. I. Woodley, retired educator from West Virginia, had been elected secretary of the Association in January, 1923, and was named the *Journal's* first editor. The September issue carried the slogan "Florida boys and girls must have an opportunity for an education equal to the best." It announced:

Its policy will be straight-forward, sincere and just. Its immediate aim is educational welfare of Florida boys and girls. Its ultimate aim is an educational citizenship for Florida that will be loyal to the laws of both the State and the Nation. . . .

The Journal of the Florida Education Association has a definite work to perform and an important mission to fulfill. It enters upon its work with resolute courage, and with expectant hope, because of its belief in the cause which it advocates and because of its abiding faith in the desire of the citizens of Florida to maintain progressive and intelligent citizenship.

The motto adopted for the second year of publication was "Educational progress and improvement in Florida," while the hope was expressed that "*The Journal* will be the instrument of unifying and organizing the best educational sentiments of the State and aiding in bringing about changes that will improve and advance education in Florida."

The December (1924) issue featured the full program of convention to be held in Daytona Beach, December 27-30, as well as much general convention information, a plan which has been maintained through the years and which has apparently proved helpful to those who attend conventions.

Unfortunately, financial difficulties again beset the Association and its publication, and Dr. Woodley announced in December (1924) that "unless the principals and teachers do their part at once, the end is imminent." It was just one month later that he withdrew. In his closing words, he said that his real aim has been:

. . . to develop and make active an educational consciousness among the people of Florida . . . There is in the State at the present time a well

defined, active "road consciousness" and a "real estate consciousness." Everybody knows of these things, works and plans for them and so results are assured. When this can be said of education then all other questions concerning education will be easily solved.

That same issue announced that Dr. J. W. Norman, dean of Teachers College, University of Florida, Gainesville, and recently elected to the Executive Committee, would take over the pen of *The Journal's* first editor who had paved the way in Florida for a magazine for the teachers and by the teachers.

Trends in editorial policy began to take shape early in an effort to make its magazine truly the voice of the Association. In subsequent issues Editor Norman directed attention to items of legislation; the president announced a series of sectional meetings and lauded attendance at such meetings; the convention called for the appointment of a committee on teachers' salaries; and the state superintendent pointed out the essentials of a good school system; while the columns of *The Journal* were used to express ideas which if carried out, would help to make the Florida schools among "the best in the Nation."

In December, 1926, the Executive Committee authorized the employment of a full-time executive secretary, and minutes of the next June stated that "the duties should be those that usually devolve upon such an office." It had selected R. M. Sealey, then state high school inspector, to fill the position beginning July 1, and he became editor as a duty devolving upon his office. *The Journal* for October, which is the first issue for that school year, has this to say:

With this number *The Journal* comes into new editorial hands. This has been brought about through the establishment, by the Executive Committee, of a headquarters office of the Florida Education Association in Tallahassee and the employment of a full-time executive secretary, a part of whose duty it becomes to edit *The Journal*.

The editorial pen is taken up by the present incumbent with an overwhelming sense of the magnitude of the task undertaken; the editorial hand trembles with an eagerness to live up to the best traditions of the Florida Education Association.

But the work of *The Journal* again had to be interrupted, this time because of the untimely death of its editor. On February 21, 1928, only seven months after he had entered upon his new duties, Mr. Sealey died in Washington, D. C. He was enroute to Atlantic City for meeting of the NEA Department of Superintendence.

A meeting of the Executive Committee on March 21, 1928, authorized the chairman "to arrange with Mr. Brewton to continue to edit *The Journal* until further notice." John Brewton, supervising principal at Quincy, filled this gap from April, 1928 to June, 1929, and

those issues of *The Journal* are testimony of his very fine ability and his fitness to carry on this task.

Mr. Brewton made a strong appeal for advertising as he proceeded with his work, stating that "we are ambitious to make *The Journal* pay for itself in advertising." On his editorial page he said:

We offer advertisers in *The Journal* a larger circulation than any other educational magazine going to the teachers of Florida. We cannot, however, guarantee the pulling power of *The Journal*. That the teachers must provide. In other words, it is up to you to convince our advertisers that it pays them.

During that year *The Journal* carried much information about the school survey which the Legislature had authorized; about the men who were to conduct the study and report to the committee which had been named by the Governor; about the annual convention which would review that report; about a legislative program growing out of these survey recommendations; and about a teachers' retirement study which would be necessary before a plan could be submitted to the Legislature.

Five Editors in Six Years. As the end of another school year approached (1928-29), announcement was made of the appointment of James S. Rickards as the new full-time executive secretary. The work of editing *The Journal* once more passed into the hands of the executive secretary. Mr. Rickards was the fifth editor in the six years since *The Journal* began publication in September, 1923, but he was to continue for the next twenty years, during which time it became an effective medium for the distribution of professional thought and activities.

The decade which followed brought rapid growth of the Association in numbers and influence. The first issue—September, 1923—had said that *The Journal of the Florida Education Association* has "a definite work to perform and an important mission to fulfill." Through the intervening years had come a realization that this mission was to secure and maintain the conditions under which teachers may most effectively teach youth, and the 1930's were dedicated to fulfilling that objective.

In February, 1930, the editor had reported a "negative achievement," viz:

For when the Legislature refused to approve the report of the state school survey commission, there began in the minds of the educators of the state a realization that they must cast aside personal and local conceptions and achieve a statewide solidarity, a program of advancement on which all could stand together.

To achieve state-wide solidarity for the Association's program became a primary objective. Literally thousands of words in hundreds of articles and editorials have been written by the leaders in education through the columns of *The Journal* with this in mind.

As the Legislature of 1931 approached, a pattern for action in legislative procedure began to emerge. The membership knew that a legislative program does not just happen. They wondered what is involved in formulating a legislative program, what would be *The Journal's* part in such an undertaking. *The Journal* itself revealed that first there is careful and extensive study of school needs based on previous experience and conditions. Then comes a meeting of minds in committees and in conferences; in tentative form, the program is taken to every corner of the State through the pages of *The Journal* and in district meetings where it is widely and carefully discussed, and to the Continuing Educational Council to seek approval; its various phases are explained in *The Journal*; and finally there is developed a program on which there might be general agreement and it goes to the Delegate Assembly for action. Thus is created over the months a continuing interest.

From legislative year to legislative year, *The Journal* has kept constantly before the teachers the programs formulated by the Association, has reported to the membership action taken in meetings, and has maintained a vigorous editorial policy regarding the Association's aims and objectives, as well as its programs. Records show that the editor stood foursquare on the program laid out by the Association, and the magazine reflected at all times the aims and purposes set forth by the teachers themselves. He realized that issues must be faced directly and firmly, with the solid backing of the membership, if schools of Florida were to be improved.

There were some who had failed to recognize that *The Journal* was a vital part of FEA, that it had a "definite work" to perform, and we find the editor in 1938 saying:

... if the process of paying the membership fee in this state professional organization does not carry with it the understanding that *The Journal* is not a magazine to be subscribed for but the mouthpiece of the Association, interpreting activities and undertakings to the membership—keeping them currently in touch with their own work and welfare—then the editor makes bold to say that one New Year's Resolution which should be made is to find out about these things—to quit "becoming a subscriber" and be a real for sure member!

The Importance of Follow-up and Local Participation. The same plan of continuity in programs and articles used in *The Journal* applied to phases of school work other than proposed legislation. Ex-

amples of follow-up may be found throughout the issues on curriculum revision in Florida, membership participation, cooperation with Continuing Educational Council and the State Department of Education, classroom teacher activities and items of teacher welfare, close working relationships with NEA, P.T.A., and the Florida School Board Association.

For an example of careful follow-up, the bulletin, *Analysis of Southern Regional Educational Journals*, published by Bureau of School Service, College of Education, University of Kentucky, June, 1951, cited the *Florida Journal*. When "Building Better Southern Regions" appeared as a general article in the several southern state journals, the *Florida Journal* (1) appended it (November, 1944) with a program of action, proposing a handbook of state resources and specific study in individual schools; (2) reported (April, 1945) on what Madison County had actually done on resources study; (3) indicated (May, 1945) summer school and workshop assistance on use of resource materials; (4) reported (October, 1945) Pinellas County study of its resources; (5) published two additional general articles on resource use education, explaining the scope of the program. This technique of follow-up articles has been used with gratifying results as indicated by local participation in many additional areas of work.

Much thought and discussion were given to the type of material most desirable from a reader's viewpoint, and surveys were made from time to time through conferences with departmental and group leaders, and through so-called "spot" mailings. Responses from those contacted by mail invariably called for more "teaching helps." However, editorial policy set up by editors of other state teachers' magazines stated that "it is evident that the content of the official organ of a state teachers' association should not deal primarily with methods," but should "promote the growth and improvement of the profession." Since more and more space was required to deal with the welfare and best interests of the great body of teachers as a whole, it was not at all times possible to use materials submitted for publication. The surveys did serve as guide in the selection of articles which were used in *The Journal*. To meet this demand, also, the editor experimented in the field of special issues.

While teachers responded generously and the editor was convinced that teachers can and will write for their own publication when given an opportunity, the limited number of pages in each issue and the Association's inability to allot more funds for its publication placed a premium on the space involved. Since there was great need for teachers and leaders to tell their own story of financial problems and the problems of expansion created by growing and enlarged school

needs, it became necessary to devote more and more space to legislative programs and public relations.

This resulted in a policy whereby articles of a general nature were solicited for use in *The Journal*. And from time to time pages were set aside at the request of certain groups. Studies revealed that other states were meeting this problem in this same manner, and still others through publication of a supplementary, newspaper-type magazine which carried notices, reports, programs, announcements to the membership. FEA's very small income, however, did not allow sufficient money in its budget to include such an undertaking.

Although schools were growing rapidly and there was great demand for many other services, including ways of communication with the membership, it was not until 1945 that Florida's teachers voted an increase in the membership fee from two to three dollars, and one year later this was again changed to put dues on a sliding scale of three, four, and five dollars according to salary brackets. Up to that time, also, membership potential was approximately 11,000, and since only a limited portion of the membership fee could be used for production of the magazine, the problem was becoming acute.

From the beginning of publication, the Executive Committee encouraged expansion of the advertising program and many textbook and school supply houses used this medium for reaching the teachers. National advertising accounts come to *The Journal* through a service bureau, State Teachers Magazines, Inc., which restricts membership to state education associations. While advertising did bring in some revenue to supplement membership and to apply on production, the amount was never sufficient, in the face of mounting costs, to bring into being a bulletin mailing which would serve as a newsletter to the entire membership.

Another service which comes through this bureau is an evaluation of the magazine (at random) several times each year by a committee selected from those who are expert in the field of magazine production. This includes cover, layout, content, and reader appeal. Such appraisals keep the editor and his assistants ever alert, ever searching for materials which will meet standards set by those experts and for ways to improve the appearance of the magazine.

War Years Affect Production. High standards of production were maintained and format constantly improved until war conditions in the early forties made it necessary to accept both paper and quality of work which did not measure up to issues of previous years. The editorial policy did not change, however, and *The Journal* continued to keep teachers and lay leaders informed of the needs of schools and

the conditions which were forcing teachers into other lines of work. It continued to explain the crises brought about by war conditions and to push the legislative programs so necessary to preservation of the system of schools for which the teachers had fought hard battles.

The year 1945 saw a period of adjustment in Florida schools to bring operations back to a so-called normal because hostilities had come to an end and peace seemed not far away. Great stress was placed on improving the magazine—both content and format.

It is significant that never during all the years since 1923 had *The Journal* failed to bring clearly to the membership decisions of the Delegate Assembly and the Board of Directors, and to adhere to policies set up by the Board. The first editor had said that in Florida there were a well-defined, active “road consciousness” and a “real estate consciousness” and that when the same could be said of education, “all other questions concerning education could be solved.” It had been a long, hard road, but Mr. Rickards had seen a recognition of school needs by governors, state officials, legislators, and the lay public. He had seen the entire legislative program enacted in the first two weeks of the 1945 session and with almost unanimous action. And he had heard the Legislature called the “most schoolminded in history.” He had seen the Association grow from year to year both in numbers and in prestige and influence. He had seen hundreds of editorials and other items copied from *The Journal* and distributed over wide areas in the newspapers.

James S. Rickards retired January 1, 1949. His twenty years of service as executive secretary and editor are best summarized in his own words (January, 1949, *Journal*), when with a feeling of affection and good wishes, he “bowed out”:

At one time or another during these twenty years most states have gone through a sustained effort to improve their public schools—to enlarge financial support, to advance the professional training and welfare of teachers, and thus to make available for children a much more satisfactory school program. The burden of the effort everywhere has had to be borne by the state education associations. The stimulation, the vision, the tenacity to carry this sort of a crusade has come from the leaders of the state associations; to give it implementation and continuity and to keep the fire of enthusiasm burning has been the peculiar service of anyone who has worked in the capacity of executive secretary for the more than forty state education associations in the nation.

Perhaps one who has served for twenty years in the vanguard of a great movement might indulge in the much abused privilege of having some opinions or offering advice.

Your state education association is a bulwark of defense against encroachments upon or restrictions of the true cause of education; it is a strong-

hold where the purposes of the profession find encouraging climate. The Association belongs to all school teachers and administrators together. They have a right to move freely and comfortably in it as long as they remember that they are serving one another and that all of them together are serving the boys and girls of the state.

Ed. B. Henderson Becomes Editor. As the day of retirement for Mr. Rickards approached, appointment of Ed. B. Henderson, then supervisor of secondary education in the State Department of Education, as executive secretary and automatically as editor of *The Journal* of the Florida Education Association, was announced. He has previously served on the Board of Directors, and had been teacher, high school principal, and supervising principal before going into the State Department.

Mr. Henderson has maintained the same devotion to the purposes of the magazine and has held carefully to the policies which had been established heretofore. Since *The Journal* had been built on a secure editorial foundation, it has continued to express aspirations of the teachers of the State and to promote the programs of the Delegate Assembly and the Board of Directors.

He gave much thought to the cover pages and in 1949-50 selected a series of Florida scenes which met with such favorable reaction that the next years in succession brought series of Florida flowers, Florida animals, Florida birds, and Florida landmarks. These covers have attracted nationwide attention.

Under his careful and conscientious direction and with special equipment now available, with more money for illustrations, and with the help of an editorial assistant who devotes his entire time to *The Journal*, he has produced a magazine which meets all the standards set up by the experts participating in editorial workshops conducted by the National Association of Secretaries of State Teachers Associations. Their latest reports have given *The Journal* excellent ratings throughout.

OTHER PUBLICATIONS

The first two bulletins, issued by the Florida Education Association in 1929, were prepared by R. J. Longstreet, acting secretary, to offset adverse propaganda and "to place school costs and school programs properly before the State." "Are Florida Public Schools Costing Too Much?" was first printed in *The Journal*, reprinted as a separate bulletin (10,000 copies) and distributed widely through the State. The other—"Frills and Furbelows, and School Costs"—was in mimeographed form and was sent to all newspapers, legislators, and school people.

Hundreds of bulletins have been issued during subsequent years, most of which were mimeographed because very little money has been available for printing. However, in 1932 a very effective bulletin entitled "Our School Dollar Too Small, But Correctly Spent" was compiled by FEA's Committee on Public Relations, printed in *The Journal* and reprinted for use among lay people. Such publications helped to present a true picture of conditions at the time of publication, and covered the topics: (a) school laws, (b) tax pamphlets and charts, (c) finance and taxation, (d) legislative information, (e) reprints of editorials and news items, (f) special bulletins on phases of Association activities sent to county superintendents and to schools, (g) Codes of Ethics.

Four books have been published by the Association to meet current needs, viz:

Avenues of Understanding was published in 1940. This 228 page volume was produced under the sponsorship of FEA, the Florida Congress of Parents and Teachers, and the State Department of Education by the cooperative efforts of a small committee working under C. Marguerite Morse, as chairman, and M. L. Stone as director. It was prepared at the Florida Curriculum Laboratory and attempts to give information concerning youth in the community, home, and schools, and to point a way for cooperation of those three agencies. It was widely used by P.T.A.'s and other organizations in Florida. (Out of print)

Handbook for Florida's Instructional Personnel (96 pages) was printed in 1950, revised in 1954. It was prepared by a small committee, working in the summers of 1948 and 1949 under the direction of Mrs. Sarah Goodman, with Dr. W. T. Edwards as consultant. Price 50¢.

A brief overview of education in Florida in all its wide pattern of activities, it was authorized by the Delegate Assembly in 1948 on recommendation of FEA Committee on Professional Standards and Ethics. The purpose of the Handbook is "to make available in one document a full, practical, and readable discussion of the teaching profession." Much of the content reflects accomplishments brought about by the activities of the organized profession. Thousands of copies have been sold to students in colleges of education in Florida and used as textbooks in teacher training classes.

Handbook for Florida's Principals (96 pages), published in 1954, is a ready reference to school laws, standards, regulations, and policies. Cost 75¢. Production of this handbook was a joint project of the State Department, Florida State University, and the FEA under direction

of Dr. Harris Dean, FSU; Dr. Mitchell Wade, University of Florida; Wilbur Marshall, State Department of Education; and fifteen elementary and secondary principals, supervisors, and State Department personnel.

A Guidebook—*Let's Look at Your Florida Education Association*—was compiled in 1950 under direction of Mrs. Sarah Goodman. This 53 page mimeographed booklet has undergone revision every year to incorporate changes in structure, policies, by-laws, and activities. It is used each summer by elected leaders who attend the FEA School of Instruction. It is also used as a guide for use in area and county meetings, faculty study groups, preschool and postschool conferences. It is designed to create better understanding of the purposes, structure, and functions of FEA.

Many thousands of the auto tags—“*Better Schools Make Better Communities*”—were purchased by school and lay people and displayed on cars and trucks. It has been a familiar sight on the highways of Florida since 1950-51, and its popularity has spread to other states. The slogan has been picked up by radio and TV and is frequently heard on the air in connection with programs urging better schools and better school facilities for the children of the nation.

Power for the Future, a documentary film explaining the cooperative activities of the organized profession, the public, and the Legislature for the promotion of good schools, is being produced and will be available for distribution in the fall of 1958.

NEW HEADQUARTERS BUILDING IS A DREAM COME TRUE

Ground-breaking ceremonies on July 14, 1954, in Tallahassee were important to Florida teachers because it meant that preliminary planning had been completed, the architect's blueprints had been accepted, financing had been accomplished, the contract had been awarded, and FEA was at long last to have a headquarters building. Officers and directors, five past presidents, the Governor and Cabinet members, and many distinguished guests gathered at the site located on West Pensacola Street (opposite the beautiful, gleaming Florida Supreme Court building) to see Jon Stapleton, FEA president, turn the first spade of dirt and thus hasten the project on its way.

Early leaders had nurtured a dream begun in the cramped quarters of the old Centennial Building, which stretched through the busy and hectic days of the next two decades of FEA's fight for good schools.

The original one-room office where conferences had to compete with the constant noise of the typewriter, and a second small room for storage which too soon had to house addressing and other office equipment, finally grew into a suite of five rooms. Each room had been added as the result of an expansion of services, but growth was so rapid that the over-all office setup remained very crowded and entirely inadequate.

So, many years of planning were necessary to make this dream come true. The idea of constructing a permanent headquarters actually crystalized in the 1930's when several thousand dollars were set up as a building fund. However, the urgent need for an adequate retirement system took precedence over the building plan, and the Association elected to invest its funds in what proved to be a successful effort to bring about the Florida Teachers Retirement System.

A second effort came in 1941. FEA held several thousand dollars in reserve as a backlog against emergencies. With a very strong feeling that many benefits would come to the Association and its membership through ownership of a headquarters building, the executive secretary obtained the approval of officers to explore possibilities. The area surrounding the Capitol was surveyed—parcel by parcel—to ascertain the possibilities of purchasing a building which could be used to house the Association.

All angles of purchasing and maintaining property were investigated, and recommendations were ready to be made to the Board of Directors when the country—and every individual in it—was shocked by the attack on Pearl Harbor. Immediately, plans had to be abandoned, and again, because the war years were uncertain and the adjustments following brought other problems, some years elapsed before FEA turned its thoughts again to building a home which could house comfortably all office personnel and equipment, and which would provide for expansion of the many activities carried on by the Association.

Then came a day in 1948 when Nina McAdam and W. W. Matthews, FEA directors, and Hal Black who represented Dade County school groups on annual meeting arrangements, presented to the Board a check for \$564.29 with the request that it be put into a building fund. This amount had been earned by the teachers in staging a musical pageant and represented a surplus above Dade County's guarantee of funds for the annual meeting. This contribution served as the impetus to begin again planning for a headquarters building. It was added to a reserve fund amounting to \$8,500 which had accumulated during the war years and which was thought of, in the records of the Association, as the nucleus of a building fund. Later

that year, on recommendation of Executive Secretary Jim Rickards, the Board instructed the president to appoint a committee to make plans for a permanent headquarters.

In 1950 the president pointed out the urgent need for acquiring a site because desirable property adjacent to the Capital Center was rapidly decreasing. The Board authorized incorporation of the Association in order to expedite procedures in carrying through this project; the annual convention formally approved securing a permanent headquarters; the Ways and Means Committee asked that \$25,000 be raised and that special committees headed by Mode L. Stone and D. E. Williams be instructed to report to the Board on methods of financing the total cost, on available sites, and on the type of building needed. By September, Executive Secretary Ed. Henderson proudly announced that available funds had increased to \$13,000, due to an appeal to members for contributions of \$1.00 each. Several FEA districts turned into the building fund small sums representing unspent balances.

The president announced at the 1952 convention that contributions had reached \$29,000, but that suitable site had not been selected. However, in the latter part of the next school year a desirable location facing on the Capital Center was purchased for \$26,500, and in September of 1953, *The Journal* carried a picture of the architect's drawing. An intensive campaign for raising funds began during the district meetings, when Dr. Stone met with county groups to work out plans for financing the project.

As a result of these conferences each member was asked to contribute \$3.00. Enthusiastic responses brought the fund to \$21,500 by February, 1954; in April the amount had climbed to \$41,227.47, and in September it reached \$63,000. Florida teachers were really showing professional pride in this undertaking which they believed would add to the dignity and prestige of their organization. FEA's budget for 1954-55 made provision that \$1.00 per member be earmarked for the building program as had been directed by the Delegate Assembly when it voted to increase membership fees in 1954.

Beginning with the October issue of *The Journal*, a pictorial story was carried each month until the building was finished. Facing the Capital Center as it does, this beautiful building is an addition to the impressive group of state buildings. It is located in clear view of the Capitol, the Supreme Court Building, the Knott and Caldwell Buildings.

Although the dedication services were held on October 15, 1955, during the presidency of Floyd Christian, construction was started and completed during the year that Mrs. Blanche Daughtrey served

as president. Each year since 1950, when Mrs. Sarah Goodman had activated the Ways and Means Committee, FEA presidents had sponsored intensive plans for raising funds.

Twelve past presidents of FEA attended the dedication ceremonies and later posed for a picture around the impressive 18-foot mahogany table made in the Pensacola Vocational School, which was a gift of Pensacola High School for the board room. Leon High School Band (Tallahassee) furnished the music, and several thousands teachers and their friends—some of them from many miles away—attended this ceremony. Governor LeRoy Collins reviewed his association with the leaders of FEA through the many years that he had served in the Florida Legislature and reminded the members that this building will stand as a memorial to the achievements of the past, and an inspiration to those who will promote and protect good schools for Florida youth in the future. The Board Room, located on the second floor of this beautiful structure, has been dedicated to the long-time executive secretary, James S. Rickards, who gave inspired leadership in his nearly quarter century of consecrated service to the Association.

INTANGIBLE VALUES

A recital of the accomplishments of the Florida Education Association has made a long list. Many problems have been faced and along with these have been many disappointments, but FEA leaders have kept clearly in mind its definite purposes and have planned carefully its requests to the Legislature. Seldom, if at all, has it been deterred in its purpose or turned from its course. All of its activities have been characterized by a determination to establish the fundamental right of all children in Florida to equal educational opportunities.

An inestimable value of the Association has been not only in its ability to achieve one accomplishment after another for Florida's pupils and teachers, and thus for the State as a whole, but also the more far-reaching, intangible accomplishments of:

Translating the real purposes of the Association into a progressive continuity,

Giving to the profession's endeavors a oneness of voice, and

Welding all the school folks—teachers, principals, supervisors, county superintendents, school board members, and interested laymen—into a united force to move constantly forward.

Part 3

F.E.A.

Leaders

Appendixes

CHAPTER VII

FEA LEADERS

Compiled by R. J. Longstreet and Elizabeth Heth, with the
assistance of Mrs. Margaretha Conover

FEA Leaders

THE PURPOSE HERE is to outline very briefly, in somewhat of a “Who’s Who” style, sketches of the officers of the Florida Education Association. First the vital statistics and the record of teaching service; then the offices held and when. One regrets that more than this bald digest is not given. But space prohibits. However, we do not feel that our Association story is adequately told, nor its past leaders memorialized sufficiently, in the mere mention of names in the preceding pages.

For some of the 19th century leaders, almost nothing has been discoverable, as will be seen. For others, far too little has been traced. Some will remain names only; no one has been found, today, who even remembered them or knew from whence they came. In many cases, we have been able to piece together a sort of biography from incidental data copied from *Biennial Reports*, such teachers’ journals as were variously published from 1886 to after World War I, and from contemporaneous newspaper accounts, and even from old county school board minutes, and other county documents. More time and more research in this direction would doubtless have revealed a little more about some of our past worthies.

It is certainly our misfortune that we have not been able to trace anything beyond the merest preliminary data concerning our first two presidents. They appear as brief meteors in the FEA sky and then disappear utterly without a further trace. There is someone, somewhere, who could tell us of them. Perhaps a comforting *addendum* can be added to this FEA “Who’s Who” at a future time.

This section lists only the names of those who have been elected to official position in the Association, i.e., president, vice-president, secretary, treasurer, or member of the board of directors (prior to 1930 called executive committee), through the school year 1957-58.

Schools Named for FEA Leaders

Fourteen public schools have been named in honor of FEA officers. This action was authorized by the county boards, with the approval of citizens of the various counties. These are:

Bennett (Ulric J.) Elem.	Ft. Lauderdale
Caroline Brevard Elem.	Tallahassee
F. W. Buchholz Jr. High	Gainesville
N. B. Cook Elem.	Pensacola
Colin English Elem.	Ft. Myers
Henry H. Filer Jr. High	Hialeah
B. C. Graham Elem.	Tampa
Frank S. Hartsfield Elem.	Tallahassee
R. J. Longstreet Elem.	Daytona Beach
George M. Lynch Elem.	St. Petersburg
George W. Marks Elem.	DeLand
Jessie P. Miller Elem.	Bradenton
Norman (J. W.) Hall	Gainesville
Mattie V. Rutherford Elem.	Jacksonville
Sealey (R. M.) Memorial Elem.	Tallahassee
Kate Sullivan Elem.	Tallahassee

In addition, two buildings on FSU campus memorialize FEA leaders—the Alumni Building was named for Rowena Longmire, president of FEA in 1923, and the Conradi Building for Dr. Edward Conradi, long time president of Florida State College for Women, who served the Association as a member of its Executive Committee in 1908-1910; and one building at University of Florida—Murphree Hall for its president, Dr. A. A. Murphree who was president of FEA in 1905.

Although the style used in the sketches is familiar, there are several items which should be explained:

1. It has been attempted to give information to June 1958.
2. Locations are inferred to be in Florida unless otherwise noted.
3. "FSTA" designation is used prior to the year 1904, when the name was Florida State Teachers Association.
4. The position held is not repeated when it remains the same as the preceding one. This inference does not apply to extra-curricular items in the sketch.
5. The term "instructor" has been used for college and university personnel where rank is unknown.
6. Prior to 1930 the governing board was known as "Executive Committee." A new constitution of that year set up the "Board of Directors."

Ainsworth, Barbara

Dir. 1952-55

Born Tampa 1909. A.B., FSCW 1932; M.A., Columbia Univ. 1940. Tchr., Palmer Coll. Elem. Sch., De Funiak Springs 1932-33; Perry Elem. Sch. 1933-34; Sealey Sch., Tallahassee 1934-56; Pine Ridge Elem. Sch., Ft. Lauderdale 1956-57; Norcrest Elem. Sch., Pompano Beach since 1957. Pres., Leon Co. (Tallahassee) CTA 1949-50.

Allen, Donald R.

Dir. 1953-56

Born Kan. 1901. A.B., Fairmont Coll. 1925; M.A. Univ. of Wichita 1933; add. grad. work at FSU and Univ. of Fla. Prin., Malone 1928-32; Bonifay 1932-33; Graceville 1933-41; Milton 1941-42; Supv. Prin., Leesburg 1942-45; Field Supv., State Dept. of Ed. 1945-47; Gen. Supv., Lake Co. 1947-52; Coord. of Instr., Volusia Co. 1952-56; Dir. of Instr., Alachua Co. since 1956. Bulletin Production Com. 1940; State Textbook Rating Com. 1942; Chm., DSSP 1944-46; Chm., Ins. & Sav. Com. 1950-53; Chm., DSCD 1951-52; Fla. Council on Sec. Ed. 1955-58; Fla. Rep., ASCD 1956.

Allen, M. C.FSTA Vice-Pres. 1888-89
FSTA Exec. Com. 1889

Second Asst., Duval H.S., Jacksonville 1887-88.

Allison, B. F.

FSTA Vice-Pres. 1888

Served in Apopka School, 1886-.

Allsworth, E. Hugh

Dir. 1952-55

Born Colo. 1918. B.A., Univ. of Ariz. 1941; M.Ed., Univ. of Miami 1952; add. grad. study at FSU 1954-55. U.S. Army 1941-46; Tchr., Miami Edison Sr. H.S. 1946-54 and 1955-56; Prin., Westview Jr. H.S., Miami since 1956. Pres., Dade Co. CTA 1950-51; Chm., Com. on Elections 1953-54; FEA Parliamentarian since 1954; Chm., By-Laws Com. 1955-56; Chm., Com. on Org. & Functions of FEA 1956-58.

Alonso, BraulioDir. 1953-56
Pres. 1957-58

B.S., Univ. of Tampa 1939; M.A., Univ. of Fla. 1949. Tchr., Plant H. S., Tampa 1939-41; U. S. Army 1941-45; Dir., Adult & Vet. Ed., Hillsborough Co. 1945-51; Prin., West Tampa Jr. H.S. since 1951. Chm., Adult & Vet. Ed. Section FEA 1948-49; Editor, Hillsborough County Teacher 1950-54; Pres. Hillsborough CEA 1951-52 and 1955-57; Chm., Credentials Com. 1954-55.

Anderson, A. N.

Dir. 1942-46

Born De Funiak Sprgs. 1904. Equivalent of Normal diploma; extension work in law. Prin., Iona Elem. Sch. 1924-25; Noma Sch. 1925-28; Glendale Sch. 1928-32; Co. Supt. of P.I., Walton Co., DeFuniak Springs 1933-45; Bus. Mgr., State Sch. for Deaf & Blind 1945-48; engaged in private business 1949; Area Coord., Adult & Vet. Ed., State Dept. of Ed. since 1950. Pres., FEA Mtg. Dist. I, 1936-38 and 1942-43; Secy. 1941-43 and Chm. 1943-44, Dept. of Co. Supts.

Anderson, Ruth L.

Dir. 1951-54

Born Fla. 1908. A.B., FSCW 1938; M.A., FSU 1949; add. grad. work at FSU. Tchr., Holmes and Walton counties from 1927; Tchr., Walton Co. H.S., DeFuniak Springs 1932-43 and since 1944; WAC, Air Force 1943-44. Rec. Secy., CTD 1949-50; State Courses of Study Com. 1951-54.

Arnold, J. Frank

Dir. 1939-41

Born Ky. 1892. A.B., Asbury Coll. 1914; M.A., Univ. of Ky. 1923. Tchr. in Texas and Iowa 1914-20; Prin. in Ky. 1920-25; Supv. Prin., Chipley, Live Oak, and Leesburg 1925-41; Instr., FSCW, summers, 1926, 1927, 1929; Prin., Tarpon Springs H.S. and Mirror Lake Jr. H.S., St. Petersburg 1941-55. Retired 1955. Dir., FHSA 1927-38; Pres., FEA Mtg. Dist. XV, 1928-29; Pres., FEA Mtg. Dist. IV, 1931.

Bailey, Col. F. N. K.Dir. 1933-36
Pres. 1936-37
Vice-Pres. 1937-38

Born Ala. 1867. Grad., Howard Coll., Birmingham, Ala.; LL.D. (Honorary), Stetson Univ. 1943. Tchr. in Ala.; Founder & Pres., S. C. Co-Ed. Inst. Williston and Edgefield, S. C. 1891-1913; Supt., Bailey Military Inst., Greenwood, S. C., 1913-23; Co. Supt. of P.I., Highlands Co., Sebring 1925-45. Pres., FEA Mtg. Dist. XIII, 1927-29, 1931-32, and 1934-35; Pres., Board of Trustees, Stetson Univ. 1942-54; Fla. Citizens Com. on Ed. 1944-47; Fla. Adv. Council on Ed. 1947-49. Served also on Fla. Sch. Code Com. and Continuing Ed. Council. Deceased 1955.

Bailey, Thomas D.Dir. 1934-38
Pres. 1938-39
Vice-Pres. 1939-40
Secy., Public Relations 1947-49

Born S. C. 1897. A.B., Wofford Coll. 1919; M.A.E., Univ. of Fla. 1939; LL.D. (Honorary), Fla. Southern Coll. 1949. Pres., Thomas Industrial Inst., DeFuniak Springs 1921-24; Prin., Winyah H.S., Georgetown, S.C. 1924-28; Supv. Prin., DeFuniak Springs, Ocala, and Tampa 1928-48; Secy., Public Relations, FEA 1948-49; State Supt. of Public Instruction since January, 1949. Chm., Resolutions Com. 1940-41, 1945-46, and 1950-51; Chm., DSSP 1946-47; Dir. 1952-53, Second Vice-Pres. 1953-54, Pres. 1954-56, and First Vice-Pres. 1956-57, Natl. Council of Chief State Sch. Officers; NEA State Dir. 1955-58; NEA Legislative Commission 1957-.

Bainum, Mary Irwin

Dir. 1944-48

Born Ill. 1901. A.B., Butler Univ. 1926; M.A., Peabody Coll. 1931; add. grad. work at Univ. of Fla. and Univ. of Chicago. Tchr., Childs Park Sch. and Disston Jr. H.S., St. Petersburg 1926-30; Prin., Childs Park Sch. 1930-45; Supv. of Elem. Ed., Pinellas Co. 1945-47; Supv. of Instr. Personnel, Pinellas Co. since 1947. Pres., Pinellas Co. Prin. Assn. 1933-34; Pres. Fla. Council of Teachers of English 1934-35; State Textbook Rating Com. 1943; Chm., Tchr. Welf. Com. 1946-47; Chm., Com. on Purposes, Const. & By-Laws 1947-48; Chm., Necrology Com. 1949; Chm., Credentials & Election Com. 1950.

Bair, Russell O.

Dir. 1939-42

Born Ohio 1897. B.A., Univ. of Fla. 1934. Tchr. in Ohio 1915-23; Tchr., Pensacola 1923-24; Boy Scout Exec. 1924-25; Tchr. and Attend. Officer 1925-37. Attend. Officer 1937-52, and Textbook Mgr. since 1952. Broward Co. Pres., Broward Co. Tchrs. Assn. 1935-43.

Baker, W. Bradley

Dir. 1955-57

Born Ky. 1919. B.S., Eastern Ky. State Coll. 1947; M.A., Univ. of Ky. 1951; add. grad. work at FSU 1955-57. Tchr., Leslie Co., Ky. H.S. 1947-49; Instr., Laboratory

- Sch., Eastern Ky. State Coll. 1949-51; Instr. 1951-53 and Asst. Prin. 1953-55, Demonstration Sch., FSU; Prin., Melbourne H.S. since 1957.
- Ball, Mrs. Pauline Entenza** Dir. 1952-55
Born Tenn. 1907. B.A.E., Univ. of Fla. 1941. Tchr. in Jacksonville schools for 28 yrs.; in John Gorrie Jr. H.S. since 1950. Organizer and Editor of the Duval Classroom Teacher 1948-49.
- Ballard, Agnes** Vice-Pres. 1924
Grad. of Teachers Coll., Worcester, Mass. 1905; add. study at Univ. of Fla., Johns Hopkins Univ., Clark Univ., Wellesley Coll., and Columbia Univ. Co. Supt. of P.L., Palm Beach Co. 1921-25; Practicing Architect in West Palm Beach 1925-56. Retired 1956. Fellow, American Geographical Soc. since 1938.
- Belcher, Burton E.** Exec. Com. 1912-13
A.B., Fla. State Coll. 1904; M.D., Johns Hopkins Univ. 1917. Tchr., St. Petersburg H.S. 1904-08; Prin., Quincy 1911-13. Deceased 1918 while serving in U. S. Navy.
- Bennett, Mrs. Andasia Reynolds (Browning)** Dir. 1937-40
Born Maryland 1898. Attended Boston Univ.; A.B.S., Univ. of Fla. 1936. Tchr., Demonstration Sch., Univ. of Del. 1919-23; Force-Adams Sch., Washington, D. C. 1924-25; St. Petersburg 1925-41; president of a tung oil (farming) corporation since 1952; Tchr., Gainesville H.S. since 1956.
- Bennett, H. E.** FSTA Exec. Com. 1900-03
Prin., Fernandina 1896; Instr., State Normal Coll., DeFuniak Springs 1897-1900; Chief Clerk, State Dept. of Ed. 1900; Chm., Bureau of Public Interest 1900-02.
- Bennett, Ulric J.** Dir. 1932-36; 1941-47
Born Georgia 1888. A.B. 1909, LL.B. 1914, A.M. 1926, Univ. of Ga. Prin., Piedmont Coll. Academy, Demorest, Ga. 1909-11; Prin., Hawkinsville, Ga. H.S. 1911-12; Prin., Fitzgerald, Ga. H.S. 1912-13; Supt., Fitzgerald Schools 1920-25; Supt., Dalton Ga. Schools 1925-26; Instr., Univ. of Ga., summers, 1923-26; Prin., Ft. Lauderdale Central Schools 1926-31; Co. Supt. of P.L., Broward Co. (Ft. Lauderdale) 1931-52; Asst. in Surveys, State Dept. of Ed. since 1953. Pres., Ga. Ed. Assn. 1926; Pres., FEA Mtg. District XIV, 1936-37 and 1938-41.
- Bickley, J. O.** Exec. Com. 1915
Co. Supt. of P.L., DeSoto Co., Arcadia; Prin., Sebring 1917.
- Bishop, Howard** Dir. 1951-52
Born Fla. 1905. LL.B. 1927, B.S. 1932, and M.A. 1952, Univ. of Fla. Engaged in practice of law 1930-32; Coach, Gainesville H.S. 1932-41; Co. Supt. of P.L., Alachua Co. 1941-52; Prin., Clewiston H.S. 1952-57. Retired 1957. Chm., Dept. of Co. Supts. 1945; Pres., FEA Mtg. Dist. V, 1945-46; Member Advisory Com. of Fla. Citizens Com. on Ed. 1946.
- Black, Hal N.** Dir. 1944-47
Born Texas 1904. A.B. 1926 and M.A.E. 1943, Univ. of Fla. Tchr., Dade Co. 1936-48; Prin., Horace Mann Jr. H.S., Miami since 1948. Chm., CTD 1941-43; Exec. Secy. 1948, 1950, 1952, and Asst. Secy. 1954, 1956, and 1958, FEA Convention Steering Com.
- Booth, A. E.** FSTA Exec. Com. 1892
Prin., Dade City 1892, edited *The Florida Teacher*, 1892 (only 2 issues survive).
- Borders, James W.** Dir. 1954-57
Born Georgia. A.B., Asbury Coll. 1935; M.A., Peabody Coll. 1937; add. grad. work at FSU. Elem. Prin., Troup County, Ga. 1935-38; Instr. in elem. ed., Andrew Jr. Coll., Cuthbert, Ga. 1938-41; Instr. in English for Chinese cadets, U. S. Air Force 1942-44; Elem. Prin., Kingsport, Tenn. 1944-46; Elem. Supv., Franklin, Tenn. 1946-49; Gen. Supv., Okaloosa Co. since 1949. Pres., FEA Mtg. Dist. I, 1950-51; State Textbook Rating Com. 1954; Fla. Council on Elem. Ed. 1955; Southern States Work Conf. 1955.
- Bott, S. C.** FSTA Vice-Pres. 1888
Served as county supt. of public instruction, Jefferson Co., Monticello.
- Botts, Arthur Oscar** Exec. Com. 1911
Born Ill. 1860. Educated in private schools in Ill. Tchr., Volusia Co. 1881-1906; County Supt. of P.L., Volusia Co., DeLand 1906-12; in private business 1912-46. Deceased 1946.
- Boyd, W. Daniel** Dir. 1946-49
Born Jacksonville 1904. B.S.A. 1927 and M.Ed. 1950, Univ. of Fla. Tchr., Duval Co. schools 1931-39; Co. Supt. of P.L., Duval Co., Jacksonville 1940-52. Pres., Duval Co. CTA 1932-39; Pres., FEA Mtg. Dist. VI, 1942-43; Chm., Dept. of Co. Supts. 1950-51.
- Brescia, Mrs. Lucille W.** Dir. 1956-
Born Fla. 1903. B.S., Fla. Southern Coll. 1946. Elem. Tchr., Hillsborough Co. since 1930; at Ballast Point Sch., Tampa since 1946. Pres., Hillsborough CEA 1953-55.
- Brevard, Caroline M.** Exec. Com. 1903-05
Born Florida 1860. Attended Univ. of Nashville and Columbia Univ. Instr., West Fla. Seminary 1888-90; Tchr., Leon H.S., Tallahassee, 1896; Instr., FSCW 1915-20. Author of *History of Florida* (1904), *History of Southern Literature* (1908), and *Around the Lightwood Fire* (1915). Deceased 1920.
- Brewton, John E.** Editor, FEA Journal 1928-29
Dir. 1934
Born Ala. 1898. A.B., Howard Coll., Birmingham, Ala. 1922; M.A. 1931 and Ph.D. 1933, Peabody Coll. Head, English Dept. 1922-24, and Prin. 1924-25, Leon H.S., Tallahassee; Supv. Prin., Quincy 1925-34; Prof. Asst., Div. of Surveys & Field Serv., Peabody Coll., 1934-35; Dir., Bureau of Research, Louisville, Ky. Schools 1935-37; Instr., Univ. of Louisville 1936-37. At Peabody Coll. as Prof. of Ed. & Assoc. Dir., Div. of Surveys & Field Serv. 1937-42; Prof. of Ed., Dean of Grad. Sch. & Acting Dir., Div. of Surveys & Field Serv. 1943-45; Acting Pres. June-Sept. 1944 and Jan.-Sept. 1945; Dir., Div. of Surveys & Field Serv. 1945-51; Head, English Dept. since 1951.
- Brinson, J. H.** Exec. Com. 1909-12
Treas. 1917
Instr., East Fla. Seminary 1901-05; Co. Supt. of P.L., Marion Co., Ocala 1908-20.

Brower, Mrs. Cardelle M. Dir. 1949-52

B.S., Univ. of Delaware; M.A., Columbia Univ.; add. grad. study at Univ. of Va., Univ. of Fla., and Oxford Univ., England. Tchr., Crescent City H.S.; John Gorrie Jr. H.S. and Robert E. Lee H.S., Jacksonville. Pres., Duval Co. CTA 1948-50. Retired 1954. Tchr., St. Johns Country Day School, Orange Park since 1957.

Brown, Merritt R. Dir. 1946-49

Born Ala. 1908. A.B. 1938 and M.A. 1941, Univ. of Fla. Tchr. 1930, and Prin. 1931-42 and 1948-50, St. Andrew Sch., Panama City; Co. Supt. of P.L., Bay Co. 1942-48; Prin., Jinks Jr. H.S., Panama City since 1950. Chm., State Textbook Rating Com. 1941 and 1953-55; Member, Fla. Tchr. Ed. Adv. Council 1952-54; Chm., Auditing Com. 1955.

Brown, Ralph N. Dir. 1938-41

Born Mo. 1903. B.S., State Tchrs. Coll., Warrensburg, Mo. 1926; M.A., Univ. of Fla. 1938. H.S. Prin., Fredericktown, Mo. 1924-25. In Jacksonville: Tchr. & Coach, Kirby-Smith Jr. H.S. 1926-27; Coach, Landon H.S. 1927-33; Prin., Oceanway Sch. 1933-36; Prin., Grand Park Sch. 1936-39; Asst. Prin. 1939-42 and Prin. 1942-45, Robert E. Lee H.S.; Supv. of Adult & Vet. Ed. 1945-53; Prin., Jackson H.S. 1953-55. Retired 1955. Chm., Adult Ed. Section, FEA 1952-53.

Browning, Edwin B. Dir. 1941-44

Pres. 1944-45 and 1945-46
Vice-Pres. 1946-47

Born Lovett, Fla. 1904. Undergrad. study at Fla. Normal Inst.; B.S., Fla. Southern Coll. 1950; M.S., FSU 1954. Prin., Madison and Citrus counties 1923-33; Co. Supt. of P.L., Madison Co. 1933-53; Coord., Accreditation Serv., State Dept. of Ed. since 1953. Chm., Auditing Com. 1951-52. Served also as chm. of State Adv. Com. on Sch. Lunches and as vice-chairman, Com. on Finance, Fla. Citizens Com. on Ed.

Buchholz, F. W. Exec. Com. 1917

A.B., Fla. State Coll. 1905; grad. study at Oxford Univ., England 1908. Tchr. in Hillsborough Co. 1909-11; Shreveport, La. 1912-14; Prin., Gainesville H.S. 1914-51. Retired 1951.

Buchholz, Ludwig W. FSTA Vice-Pres. 1888

FSTA Exec. Com. 1889

and 1892-94

Chm., Exec. Com. 1898

FSTA Pres. 1900

Born in Germany 1855. Grad. of Evangelical Tchrs. Seminary 1875; A.M. (Hon.), Fla. Agr. Coll. 1902. Immigrated to Tampa in 1880. Tchr., Tampa 1884-87; Co. Supt. of P.L., Hillsborough Co., Tampa 1887-1901 and 1909-13; Prof. of Pedagogy and Dean, Fla. State Coll. and FSCW 1901-08; Prof. of Ed., Univ. of Fla. 1913-35. Organized first teacher training school in Fla. in 1887. Deceased 1935.

Bullock, Pearl Dir. 1944-48

B.S., Univ. of Ga. Prin., Edison Park Elem. Sch., Ft. Myers since 1926. Served as state representative at organization of NEA Commission for Defense of Democracy in 1941.

Burns, Mrs. Clarice Dir. 1952-53

Born Georgia 1916. B.S., Univ. of Tampa 1945; M.A.E., Univ. of Fla. 1952. Elem.

Tchr., Gary Sch., Tampa 1925-45; Seminole Sch., Tampa since 1945. Subcom. of Fla. Citizens Com. on Ed. 1945-46; Pres., Hillsborough CEA 1946-47; Chm., CTD 1948-49; CTD-NEA Com. on Public Relations 1949; Fla. Tchr. Ed. Adv. Council 1949-53; Pres. (fourth term), Teachers, Inc. 1957-58.

Burns, J. W. Exec. Com. 1916-18

Grad. of Jasper Normal Inst. Served 11½ years as teacher in Fla. schools and 20 years as county supt. of public instruction in Columbia County, Lake City. Member of the Fla. Legislature in 1935. Retired 1949.

Cahill, Leo S. Dir. 1956-

Born Penn. 1918. A.B., Univ. of Ill. 1933; LL.B., DePaul Univ. 1936. Law practice in Ill. 1937-38; operator of citrus groves in Vero Beach 1938-43; Tchr., Vero Beach H.S. since 1943. Pres., Indian River Co. CTA 1951-52; Chm., Personnel Problems Com. 1957-58.

Carn, W. D. FSTA Treas. 1902

Exec. Com. 1904-06

Pres. 1907

Grad. of Natl. Normal Univ., Lebanon, Ohio 1891; attended Poughkeepsie Business Coll. Served as teacher in Marion Co. 4 years; in 1896 elected county supt. of public instruction for Marion Co., Ocala. Later served as chairman of Marion Co. School Board. Deceased 1937.

Carothers, Milton W.

Dir. 1933-36

Pres. 1937-38

Vice-Pres. 1938-39

Born Ala. 1899. A.B., Univ. of Ala. 1919; M.A. 1927 and Ed.D. 1940, Teachers Coll., Columbia Univ.; LL.D., Fla. Southern Coll. 1941. Tchr., Vice-Prin., and Prin., Selma, Ala. H.S. 1922-27; Prin., H. B. Plant H.S., Tampa 1927-30 and 1932-34; Supv. Prin., Tampa Schools 1930-32; Dir. of Instr., Hillsborough Co. 1934-36; Prof. of Ed., Univ. of Fla., summers, 1937 and 1938; Dir., Div. of Instr., State Dept. of Ed. 1937-42; Registrar, FSCW 1943-46; Dir., Tallahassee Branch, Univ. of Fla. 1946-47; Dean, Grad. Sch., FSU since 1947. Chm. Adv. Com. of Citizens Com. on Ed. "Planning an Improved Ed. Prog. for Fla.," 1946-47; Pres. W. Coast Tchrs. Assn. 1932-34; Pres., Hillsborough Co. Tchrs. Fed. 1933; Pres., Natl. Assn. of Dir. of Tchr. Ed. 1942-43; Pres; Southern Conf. on Tchr. Ed. 1942-43; Chm., Necrology Com. 1948-49.

Carpenter, Hattie Vice-Pres. 1908

Born 1880 Ohio. Attended Ohio State Univ. Tchr., Miami 1900-06; Prin., Miami H.S. 1906-10; Editor, Florida School Exponent, 1909-12; engaged in newspaper work to 1925; free-lance writer since 1925. Served as first woman high school principal in Fla.

Carter, C. Milton Dir. 1957-

Born Georgia 1909. A.B., Piedmont Coll. 1933; M.A., Univ. of Ga. 1942. Tchr. and Prin. in Georgia schools 11½ years (Brantley, Lumpkin, Preston, Talbotton, Oconee, Glenwood, and Riverside Military Academy); Prin., Ocala Jr. H.S. 1943; Supv. Prin., Ponce de Leon Sch. 1944-45; Prin., John W. Campbell Sch., Palatka since 1945. Treas., DESP 1955-57.

- Cason, Ernest W.** Dir. 1938-39
Born Parrish, Fla. 1904. A.B., Univ. of Fla. 1931; M.A., Univ. of N. C. 1937; Ph.D., Ohio State Univ. 1949. Tchr., Homeland and Crystal River 1923-24; Ormond Beach 1924-25; Lake Worth 1925-29; Winter Park H.S. 1931-33; Prin., Winter Park Elem. Sch. 1933-39; Instr., Demonstration Sch., FSCW 1939-42; Coord. of Internship Program, FSCW 1942-43; USNR 1943-46; Prof. of Ed. 1946-52 and Head of Grad. Study since 1952, School of Ed., FSU. Chm., DESP 1937-38; Pres., Alpha Delta Chap., Kappa Delta Pi 1947-49; FSU Rep., American Assn. of Coll. for Tchr. Ed. 1953-56; Fla. Tchr. Ed. Adv. Council 1953-57.
- Cate, Walter B.** Exec. Com. 1915-17
A.B., Holbrook Normal Sch. (Tenn.) 1897. Instr. 1898-1903 and Prin. 1903-06, Jasper Normal Inst.; Founder and Prin., Madison Normal Inst. 1906-20; Headmaster, Castle Heights Military Academy 1920-24; Miami Military Acad. 1927-29; Cate Sch., Miami 1929-39.
- Cate, William A.** FSTA Exec. Com. 1900
M.S., Natl. Normal Univ., Lebanon, Ohio 1876. Instr., Maryville Coll. (Tenn.) 1876-89; Carson-Newman Coll. (Tenn.) 1889-92; Holbrook Normal Sch. (Tenn.) 1892-1900; Prin., Jasper Normal Inst. 1900-04; Pres., Pike Coll. 1904-06; Instr., Madison Normal Inst. 1906-15.
- Cawthon, S. D.** FSTA Exec. Com. 1898 and 1904
Grad. of State Normal Coll., DeFuniak Springs 1889. Tchr., rural schools of Walton Co.; Prin., Starke 1889-90; Instr., State Normal Coll., DeFuniak Springs 1890-99. Deceased 1909.
- Cawthon, William Stanmore** FSTA Exec. Com. 1898-99
FEA Exec. Com. 1903-06 and 1911-13
Pres. 1920-21
Born Ala. 1871. A.B., Univ. of Chicago 1905; A.M., Univ. of Fla. 1914. Prin., Chisley 1891-93; Quincy 1893-94; Tchr., St. Augustine 1896-97; Prin., Gainesville 1907-08; Pensacola 1908-13; State H.S. Inspector 1916-22; State Supt. of P.I. 1922-37; Assoc. Prof. of History & Political Science, Univ. of Fla. 1937-42. Retired 1942.
- Chandler, (Rev.) G. L.** FSTA Exec. Com. 1887
Tchr. in Fernandina
- Christian, Floyd T.** Pres. 1955-56
Vice-Pres. 1956-57
Born Ala. 1918. A.B. 1937 and M.A. 1950, Univ. of Fla. Tchr. and Coach, Clearwater H.S. 1937-38; Dir. of Athletics & Head Coach, Ft. Myers H.S. 1938-41; military service 1941-46; Asst. Dir., Fla. Dept., Veterans Affairs 1946-48; Co. Supt. of P.I., Pinellas Co. (Clearwater) since 1948. Chm., Ed. TV Com. 1953-54; Chm., Dept. of Co. Supts. 1954-55; Chm., Resolutions Com. 1957-58.
- Clark, Asa B.** Exec. Com. 1907-09
Pres. 1911
Prin., Bradford Co. H.S., Starke, to 1906; Prin., Quincy Sch. to 1911. Deceased 1911 during term as president.
- Clingan, G. D.** FSTA Exec. Com. 1892
Tchr. 1889-90 and Prin. 1892-95, Orlando.
- Clute, Otto** FSTA Exec. Com. 1894-96
Pres., Fla. Agr. Coll., Lake City 1894-.
- Coffey, Mrs. Cora N.** Vice-Pres. 1925
Born Virginia. B.S., Liberty Coll. (Ky.); grad. study at Columbia Univ., Univ. of Chicago, and Harvard Univ. Tchr. in Gainesville and Lady Lake for 18 years; Dean of Girls and Head, History Dept., St. Petersburg H.S. 1921-45. Retired 1945.
- Colvin, Annie** FSTA Exec. Com. 1899-1900
Served as teacher in DeFuniak Springs.
- Colyer, Kate** Vice-Pres. 1922
Served as teacher in Miami.
- Compton, Mrs. Bessie (Phillips)** FSTA Vice-Pres. 1896
FSTA Exec. Com. 1896-98
Grad. of Winchester Coll. (Tenn.) 1882; grad. study at Univ. of Mo. and Univ. of Chicago. Tchr. in Tenn. and Miss. schools 1883-85; Leesburg schools 1891-1904; Instr., State Normal Coll., DeFuniak Springs 1904; FSCW 1905-06. Deceased 1928.
- Compton, J. C.** FSTA Vice-Pres. 1888
FSTA Exec. Com. 1894-96
FSTA Treas. 1895
FSTA Pres. 1899
Born 1853. Educated at Natl. Normal Univ., Lebanon, Ohio. Appointed first county supt. of public instruction in Lake Co. in 1887 and elected thereafter through 1909; engaged in school supply and furniture business 1909-13; served as chief clerk, State Dept. of Ed. 1913-41. Deceased 1945.
- Connor, Albert B.** Exec. Com. 1918-20
Grad. of Univ. of S. C. 1904. Tchr. in S. C. schools 1904-12; Prin., Bellevue 1912-14; Inverness 1914-16; Lake City 1916-18; Bartow 1918-22; County Supt. of P.I., Polk Co. 1922-26; Prin., Auburndale 1926-32; Kathleen 1932-34; Ft. Pierce 1934-39; engaged in private business 1939-41; Prin., Brewster 1941-42. Pres., FEA Mtg. Dist. XIV, 1927-28. Deceased 1942.
- Conradi, Edward** Exec. Com. 1908-10
Born Ohio 1869. A.B. 1897 and LL.D. (Hon.) 1942, Indiana Univ.; Ph.D., Clark Univ. 1904. Supt. of Schools, Carlisle, Ind. 1898-1902; Prin., Normal and Ind. Inst., St. Petersburg 1905-09; Pres., FSCW 1909-41. Retired in 1941 as president emeritus. Deceased 1944.
- Constans, H. Phil, Jr.** Dir. 1955-58
Born Iowa 1928. B.S.P.H. 1950 and M.A.E. 1953, U. of Fla. Coach, Kirby-Smith Jr. H. S., Jacksonville 1950-51; Gainesville H.S. 1951-52; Prin., Bellevue Elem. Sch. 1953; Suwannee Elem. Sch., Live Oak 1953-54; Supv. Prin., Live Oak Sch. 1954-55; Prin., Kirby-Smith Elem. Sch., Gainesville since 1955. Pres., Suwannee Co. Prin. Assn. 1954-55; Chm., Budget Com. 1957-58; Treas., DESP 1957-. (Elected pres. of FEA for 1958-59 at annual mtg. in Miami Beach).
- Cook, N. B.** FSTA Vice-Pres. 1888
Co. Supt. of P.I., Escambia Co., Pensacola 1885-97.

- Corr, P. W.** Exec. Com. 1914-16
Litt.D., Columbia Coll. 1916. Instr., Jasper Normal Inst. 1906-07; Prin. at Dade City, Cocoa, Webster, Bushnell, Zephyrhills, Eau Gallie, and Bronson from 1907-26; served also as principal of Central Normal Inst., Dade City for 5 years. Editor, Florida School Room and Florida School Journal. Deceased 1932.
- Cox, Carl Syfan** Dir. 1948-51
Born Fla. 1890. A.B., Birmingham-Southern Coll. 1911; M.A., Vanderbilt Univ. 1912; Ed.D., Fla. Southern Coll. 1933. Rural Sch. Prin. in Ala. 1908-09; Prin., Mulberry Schools 1912-18; Prof. of Math. & Physics, Birmingham-Southern Coll. 1918-20; Tchr., Wilson Jr. H.S., Tampa 1921-22; Dean, Fla. Southern Coll. 1922-33; Supv. Prin., Lakeland Area Schools 1933-57. Retired 1957. Chm., Resolutions Com. 1938-39; Pres. FEA Mtg. Dist. XVI, 1942-43; Chm., DSSP 1943-45. Deceased 1957.
- Cox, D. R.** FSTA Secy. 1897-99
Prin., Lamsophian Inst., Micanopy 1895-98; Chief Clerk, State Dept. of Ed. 1899-...
- Cox, Mrs. Mollie Rose** Dir. 1943-46
Born Ky 1898. B.S.Ed., Univ. of Mo. 1920; M.A., Columbia Univ. 1932. Critic Tchr., Demonstration Sch., Univ. of Ky. 1920-24; H.S. Tchr. in La. 1924-28; Tchr. & Head of History Dept., Plant H.S., Tampa 1928-38; Tchr. & Head of Social Studies Dept., Hillsborough H.S., Tampa 1938-57. Retired 1957. Served as a director of CTD, as president of Hillsborough Co. Ed. Assn., and as president of Hillsborough Co. CTA.
- Crosby, Roy L.** Dir. 1952-55
Born S. Car. 1901. A.B., Wofford Coll. 1922; M.A.E., Univ. of N. C. 1940; add. grad. work at Univ. of Fla. and FSU. Prin. in N. C. 1922-24; Forsyth, Ga. 1927-31; Asst. Prin., Bunnell 1932-35; Callahan 1935-37; Asst. Prin. and Supv. Prin., Ocala 1937-45; Instr., Fla. Southern Coll. 1946; Prin., Callahan 1946-47; Supv. Prin., Fernandina Beach since 1947. Pres., Marion Co. Prin. Assn. 1943; Pres., Nassau Prin. Assn. 1948; Dir., DSSP 1952-55.
- Culp, T. D.** Exec. Com. 1910
Prin. DeLand 1908-09; Instr., Stetson Univ. 1909.
- Culpepper, J. Broward** Dir. 1940-42
Born Fla. 1907. A.B. 1925 and M.A.E. 1930, Univ. of Fla.; M.A. 1939 and Ed.D. 1941, Tchrs. Coll., Columbia Univ. Tchr., Leesburg 1931-33; Prin., Daytona Beach 1933-35; P. K. Yonge Laboratory Sch., Univ. of Fla. 1935-38; Asst. Prof. of Sec. Ed., Univ. of Fla. 1938-40; Supv. Prin., Leesburg 1940-42; Visiting Prof., Univ. of Miami, summer, 1940, and Univ. of W. Va., summer, 1941; Supv. Prin., Tallahassee 1942-44; V-12 Officer, U.S. Navy 1944-45; Dir., Research & Field Serv. 1946-47, and Dean of Student Welfare 1947-54, FSU; Visiting Prof., East Tenn. State Coll., summer, 1952; Exec. Dir., Board of Control of Fla. Insts. of Higher Learning since 1954. Editor for publications of Social Science Section 1933; Fla. Courses of Study Com. 1937-39; Chm., Resolutions Com. 1946-47; Chm., Coop. Planning Com. 1947-48; NEA Tchr. Ed. Workshop, Estes Park 1948; NEA Rep., Joint Com., NEA and Natl. Cong. Parents & Tchrs. 1950-55; Chm. 1951 and 1953, Vice-Pres. 1951, and
- Pres. 1952, Southern Coll. Personnel Assn.; Exec. Com., Natl. Assn. Student Personnel Adm. 1953-54; White House Conf. on Ed. 1955; Fla. Community Coll. Council 1955-57; the President's Com. on Ed. Beyond the H.S. 1956-57.
- Curry, Milton T.** Dir. 1949-52
Born Nokomis, Fla. 1912. B.S. 1935 and M.A.E. 1940, Univ. of Fla. Tchr., Sarasota H.S. 1935-37; Prin., Venice-Nokomis H.S. 1937-41; Carrabelle 1941-43; Blountstown H.S. 1944-46; Ketterlinus H.S., St. Augustine 1946-53; Supv. Prin., Kissimmee 1953-54; Seabreeze System, Daytona Beach 1954-57; Coord. of Ed., Volusia Co. since 1957. Dir., DSSP 1955-58; Fla. Com., Southern Assn. of Coll. & Sec. Sch. 1956-58.
- Dame, Herschel J.** Exec. Com. 1918-20
Born Georgia 1883. Co. Supt. of P.I., Citrus Co., Inverness 1914-20; law practice in Ft. Pierce to 1937; Auditor, State Ind. Com. 1938-45. Author of the law requiring traffic to stop for school buses.
- Darden, Woodrow J.** Dir. 1955-58
Born Fla. 1917. B.S., Stetson Univ. 1939; M.Ed., Univ. of Fla. 1951. Tchr., Titusville H.S. 1948-50; Co. Supt. of P.I., Brevard Co. since 1953. Pres., FEA Mtg. Dist. VII, 1954-55; Dir., Dept. of Co. Supts. 1956-58.
- Daughtrey, Mrs. Blanche H.** Dir. 1950-53
Pres. 1954-55
Vice-Pres. 1955-56
Born Georgia 1899. A.B.E. 1933 and M.Ed. 1947, Univ. of Fla. Tchr., Manatee Co. 1919-29; Prin., Ballard Elem. Sch., Bradenton 1929-52; Supv. of Elem. Ed., Manatee Co. since 1952. Pres., Gamma Chap., Delta Kappa Gamma 1947-49; Chm., Ethics Com. 1953-54; Chm., Resolutions Com. 1955-56; State Chm., Delta Kappa Gamma Scholarship Com. 1955-57; Chm., Convention Evaluation Com. 1956-57; International Scholarship Com., Delta Kappa Gamma 1956-58. Selected by Mu State, Delta Kappa Gamma in 1955 for Achievement Award.
- Davis, Mrs. Mary N.** Dir. 1957-58
Born Alabama 1919. B.S. 1951 and M.S. 1958, FSU. Tchr. in Jackson Co. for fifteen yrs., F. M. Golson Elem. Sch., Marianna.
- Davis, Orville R.** Dir. 1939-41
Born Penna. 1900. B.S. 1924 and M.A. 1929, Univ. of Fla. Tchr., Coach, and Prin., Leesburg H.S. 1924-29; Prin., Memorial Jr. H.S., Orlando 1929-41 and 1945-52; military service 1941-45; Prin., Edgewater H.S., Orlando since 1952. Chm., Resolutions Com. 1935, 1936, and 1937; Fla. Courses of Study Com. 1937-41; Pres., Orange CEA 1938; Dir. 1946-48 and Chm. 1956-57, DSSP; Participant in workshop to prepare Handbook for Florida's Principals, 1954; Fla. Council on Sec. Ed. since 1955.
- Davison, Paul A.** Dir. 1951-53
Born N.Y., 1908. A.B. 1930 and M.A. 1940, Syracuse Univ. H. S. Tchr. & Coach in N. Y. 1931-37; Bryan Jr. H.S., North Miami 1937-41; Prin., Opa Locka Elem. Sch. 1941-43 and 1946-49; USNR 1943-46; Prin., Miami Edison Jr. H.S. 1949-57; North Miami Sr. H.S. since 1957. Chm., Science Section, FEA 1940; Pres., Dade Co. Adm. Assn. 1950-51.

- DeMilly, Harry W.** FSTA Treas. 1887
FSTA Secy. 1889
Born Ala. 1852. Attended West Fla. Seminary, Tallahassee; studied law at Emory Coll., Oxford, Ga.; admitted to Fla. Bar 1873. Tchr., DeFuniak Springs; Tchr. and Prin., Leon H.S., Tallahassee 1887-98; Sarasota 1906-10; thereafter became associated with a local gas company in Valdosta, Ga. Deceased 1930.
- DeWolf, H. S.** FSTA Exec. Com. 1891
Served as teacher in Pensacola H. S.
- Diamond, J. T.** Secy. 1909-10
Exec. Com. 1915-18
Born Florida 1878. L.I., Fla. State Normal Sch. 1905. Tchr. Fla. schools for ten yrs. 1899-1909; Co. Supt. of P.I. Santa Rosa Co., Milton, 1909-17; tchr. Santa Rosa H.S. Tchr. Tr. Dept.; Smith-Hughes Agri. tchr. James M. Tate Agri. H.S. 1918-19; Smith-Hughes Clerk in St. Dept. of Ed. 1919-20. Member State Board of Control and State Plant Board while tchr. in J. M. Tate H.S. 1917-19. Secy. to State Board of Control and State Plant Board 1920-47. Retired 1947. Appointed by Gov. to State Ed. Com. 1900.
- Dopson, W. A.** Treas. 1916
Prin., Newberry 1911-12; Co. Supt. of P.I., Baker Co., Macclenny 1913-17.
- Dozier, Vernon E.** Dir. 1952-54
Born Georgia 1901. A.B., Mercer Univ. 1921; M.Ed., Duke Univ. 1940. Tchr., Summitt, Ga. 1921-22; Reidsville, Ga. 1922-23; Tchr. & Coach, Sarasota 1923-26; Clermont 1928; Tchr. 1928-29 and Prin. 1929-41, Bartow H.S.; Supv. Prin., Bartow Area since 1941. Vice-Pres., Fla. H.S. Ath. Assn. 1943-48; Pres., FEA Mtg. Dist. XV, 1947; Dir. 1947-50 and Chm. 1950-51, DSSP; Chm., Cont. of Service Com. 1951-54; Pres., FEA Mtg. Area IX 1956-57; Pres., FHSA since 1956. Recipient of J.C.C. Certificate of Recognition in Field of Good Government, 1951. Deceased 1958.
- Duck, Augustus D.** Dir. 1957-
Born Tenn. 1904. B.S., Memphis State Univ. 1928; M.A., Peabody Coll. 1948; add. grad. work at Peabody Coll. and Univ. of Fla. Tchr. 1924-30, and Prin. 1930-41 in Tenn.; U.S. Civil Service 1941-47; Prin., Green Cove Springs schools since 1948; Paul E. Reinhold Jr. H.S., Green Cove Springs since 1957. Dir., DSSP 1953-56; Pres., Clay CEA 1954-55.
- Dugan, Russell R.** Dir. 1941-42
Born Mich. 1907. A.B. 1929 and M.A. 1937, Fla. Southern Coll.; M.A.E., Univ. of Fla. 1938. Coach & Tchr., Jasper 1929-30; Madison 1930-33; Supv. Prin., Live Oak 1933-34; Arcadia 1934-42; U.S. Navy 1942-45; Representative of book publishing companies since 1946. Pres., FEA Mtg. Dist. XIII, 1936-38; Chm., DSSP 1938-39; State Com. on Coop. Schools 1939-42. Member, Madison Co. B.P.I. 1957-.
- Earle, John J.** FSTA Pres. 1897
Instr., Florida Agr. Coll. 1889; Prin., Ocala 1894-99; thereafter engaged in the practice of law.
- Edwards, L. B.** Pres. 1912
Prin., Suwannee H.S., Live Oak 1900-14; later served as secretary to Gov. Cary Hardee. Deceased 1938.
- Edwards, William Thomas** Dir. 1946-47
Pres. 1947-48
Vice-Pres. 1948-49
Born Fla. 1905, B.S.E. 1932 and M.A.E. 1936, Univ. of Fla.; Ph.D., Ohio State Univ. 1938. Tchr. and Prin. in Fla. schools 1923-35; Tchr., P. K. Yonge Laboratory Sch., Univ. of Fla. 1936-39; staff member and Dir. of Instruction, State Dept. of Ed. 1939-46; Prof. of Ed., FSU since 1946. Chm. Adv. Com. of Cit. Com. on Ed., the Instructional Prog. and Adult Ed., 1946-47; Consultant, Handbook for Florida's Instructional Personnel.
- Ellis, D. L.** FSTA Cor. Secy. 1893
FSTA Treas. 1895-96
Prin., Kissimmee 1893-. Served later as president of Fairview College in N. C.
- Ellison, Sidney H.** Dir. 1941-46
Born Tenn. 1902. A.B., Mercer Univ. 1925; grad. work, U. of Tenn.; M.A., Columbia Univ. 1939. Tchr. & Coach, Ft. Myers Jr.-Sr. H.S. and Supv. Prin., Ft. Myers Schools 1925-36; Supv. Prin., Miami Beach Schools 1936-47; in private business 1947-51; Supv. Prin., Lake City Schools 1954-57.
- English, J. Colin** Exec. Com. 1928-32
Ph.B. Emory Univ. 1917; A.M. 1934 and Ed.D. 1945, Columbia Univ. Tchr. in Ocala, White Springs, and Lee Co.; Co. Supt. of P.I., Lee Co., Ft. Myers 1922-33; Supv. Prin., Ocala Schools 1934-36; Dir., Fla. Sch. Code Committee, in 1936; State Supt. of P.I. 1937-49; currently in private business in Tallahassee. Mbr., Divisional Com. of Fed. Wartime Commission on Ed.; Pres. Natl. Assn. Chief State School Officers.
- Erwin, S. J.** FSTA Vice-Pres. 1888
Co. Supt. of P.I., Jackson Co., Marianna 1880-.
- Evans, R. M.** Exec. Com. 1917
Pres. 1924
Born Florida 1875. Ph.B. 1904 and M.A. 1926, Emory Univ. Tchr., Hillsborough Co. 1901; Supv. Prin., Kissimmee and Quincy; State Elem. Supv. and Dir. of Sch. Finance, State Dept. of Ed. 1925-41. Deceased 1941.
- Evers, Joel** Dir. 1957-
Born Fla. 1908. LL.B., Univ. of Fla. 1931; M.A., Fla. Southern Coll. 1948. Tchr. & Coach, Mulberry H.S. 1932-36; Hardee Co. H.S., Wauchula 1936-43; U.S. Navy 1943-46; Supv. Prin., Hardee Co. H.S. since 1946. Pres., Hardee Co. Tchrs. Assn. 1946-48; Pres., Peace River Dist. 1948-49.
- Feagle, William Barnett** Dir. 1929-32
Born Fla. 1891. B.A.E. 1935 and M.A.E. 1939, Univ. of Fla.; add. grad. study at Columbia Univ. and Emory Univ. H.S. Prin., Ft. White 1916-18; High Springs 1919 and 1920-21; State Rural Sch. Inspector, Jan.-Oct., 1920; H.S. Prin., Winter Park 1921-23; Wildwood 1927-29; Madison 1929-34; P. K. Yonge Laboratory Sch., Univ. of Fla. 1934-35; Cross City 1935-39; Tarpon Springs 1939-41; Lake City 1941-44; Visiting Prof., Appalachian State Tchrs. Coll., Boone, N. C., summer, 1944; Prin., Clearwater Sr. H.S. 1944-55. Retired 1955. Prin., White Springs 1956-57. Pres., Suwannee Dist. 1933-34; Chm. 1941-42 and Dir. 1956-57, DSSP. Awarded Clearwater C. of C. Citation for Civic Service in Community Building, 1955. Currently (1958) serving third term as mayor of White Springs.

Felkel, Henry Noel FSTA Treas. 1888
FSTA Vice-Pres. & Exec. Com. 1889

Born Florida 1850. Served as principal in Tallahassee; Co. Supt. of P.L. Leon Co. 1877-; (first) Pres., State Normal Coll., DeFuniak Springs 1887-93; (first) Supt., Fla. Sch. for Deaf and Blind 1893-97; Prof. W. Fla. Seminary; Instr. in Normal Institutes. Editor, Florida School Journal 1889-. Inventor of a tellurian and author of a book of verse, Pictures amid Palms and Pitcher Plants. Deceased 1897.

Ferguson, Max Mitchell Dir. 1944-48
Pres. 1948-49
Vice-Pres. 1949-50

Born Penna. 1904. B.S., Pa. State Univ. 1926; M.A., Teachers Coll., Columbia Univ. 1937. Tchr. and Ath. Dir., Sebring H.S. 1926-32; Supv. Prin., Lake Placid 1932-36; Supv. Prin., Sebring 1936-49; Gen. Supv. 1949-51, and Coord. of Certification since 1951, State Dept. of Ed. Pres., FHSA 1944-49; Chm., Com. on Sch. Conditions 1945-46; Chm., Public Relations- Membership Com. 1947-48; Chm., TEPS Com. 1954-55.

Ferguson, Sara Dir. 1941-44

Born Ocala, Fla. 1895. FSCW 1911-13; A.B., Stetson Univ. 1937; M.Ed., Univ. of Fla. 1946. Tchr., Marion and Alachua Counties 1913-16; Volusia Co. 1916-25; Tchr., Prin., and City Supv., Orange Co. 1926-54. Retired 1954. Pres., Mu State, Delta Kappa Gamma 1937-39; Chm., CTD 1939-41; State Dept. Com. on Continuity of Service Bulletin 1940; Pres., Orange Co. CTA 1940-41; Fla. Tchr. Ed. Adv. Council 1945-50. Selected by Mu State, Delta Kappa Gamma for Achievement Award.

Filer, Henry H. Pres. 1934-35; 1935-36
Vice-Pres. 1936-37

Born in Key West, Fla. 1890. Moved to Lemon City, then metropolis of Dade Co. and educated in Miami Schools. Chm. Dade Co. School Board 1924-36. Miami merchant and partner in Bond, Insurance, and Investment business. Organized Fla. League for Better Schools. He attained the distinction of being the only person to be elected to a second term as president of FEA. In appreciation of his services to education FEA presented him with the only Life Membership ever given to a member. A Cont. Ed. Council member summed up thus the contribution of Mr. Filer: "He did missionary work on things that have finally gone through. He was not a legislative expert; he was an evangelist over the state for what we needed." Deceased July 16, 1956.

Fish, Bert Exec. Com. 1904

Born Ind. 1876. Grad. of Stetson Univ. 1895. Asst. Prin. 1895-96 and Prin. 1896-1900, DeLand; Co. Supt. of P.L., Volusia Co. 1900-06. Later engaged in practice of law, operated citrus groves, and served as U.S. Ambassador to Egypt.

Fisher, Charles M. Exec. Com. 1925-26
and 1928-32
Pres. 1927

Born Ind. 1882. B.S. 1908 and M.A. 1935, Univ. of Fla.; LL.D. (Hon.), Univ. of Miami 1934. Tchr., St. Petersburg H.S. 1913-14; Key West H.S. 1914-15; Prin., Homestead and Florida City 1915-20; Co. Supt. of P.L., Dade Co., Miami, 1921-37. Pres. FEA Mtg. Dist. XI, 1926-28; Dele-

gate, World Fed. of Ed. Orgs. 1927; Chm., Legislative Com. 1927 and 1929; Chm., Resolutions Com. 1928; Com. of Sixteen 1931-32. Served also on Legislative Com. of NEA. Deceased 1937.

Fitzpatrick, Francis P. Dir. 1956-

Born N.Y. 1923. A.B. 1949 and M.A. 1950, Stetson Univ. Tchr., Orlando H.S. 1950-52; Edgewater H.S., Orlando since 1952.

Fletcher, Jack Director 1954-55

Born Florida 1921. A.B. Emory Univ. 1946; add. study Emory Univ., 1957-58. Tchr. Tarpon Sprgs.; Chm. Dept. of Classroom Tchrs. 1953-54.

Forbes, John F. FSTA Exec. Com. 1898-1900

Grad. of Univ. of Rochester. Instr., State Normal Sch., Brockport, N. Y. for 7 years; Pres., Stetson Univ. 1885-1904; Founder of Rochester Business Institute, Rochester, N. Y.

Franklin, Ada Exec. Com. 1908
Vice-Pres. 1909

Served as teacher in Live Oak, Jasper, and Gainesville schools.

Fulks, John H. FSTA Pres. 1895
FSTA Exec. Com. 1898-1901
Chm., Exec. Com. 1898

Served as principal in Leesburg, Live Oak, Monticello, Arcadia, Gainesville, Punta Gorda, and Lake City from 1890-1918.

Geiger, Ellis FSTA Secy. 1903

Born Florida 1878. Attended State Normal Coll., DeFuniak Springs. Co. Supt. of P.L., Clay Co., Green Cove Springs 1901-.

Geiger, M. P. Treas. 1908, 1914

Served in the schools of Key West in 1908-14; Palatka in 1916-19; and Ft. Lauderdale in 1919-20. Secy., H.S. and Classical Section 1918.

Girardeau, J. H. FSTA Exec. Com. 1887
FSTA Secy. pro tem. 1887

Prin., Jefferson Acad., Monticello 1887; Co. Supt. of P.L., Jefferson Co. 1898-1902.

Glenn, George P. FSTA Rec. Secy. 1888
FSTA Exec. Com. 1889
FSTA Pres. 1892

Supt. Muskegon, Mich. schools for 11 yrs.; Prin., Jacksonville Grammar Sch. 1887-1892; Supt., Jacksonville Schools 1892-; Co. Supt. of P.L., Duval Co. 1896-1902.

Goette, William Louis Dir. 1930-33

Born Ohio 1894. A.B., Baldwin-Wallace Coll. 1916; M.A.E., Univ. of Fla. 1931. Tchr. in Ohio 1916-18; Prin., Eustis 1919-21 and 1923-28; Tchr., Live Oak 1922-23; Prin., Lake City 1923-31; Cocoa 1932-34; Instr., P. K. Yonge Laboratory Sch., Univ. of Fla. 1934-53. Faculty member, Univ. of Fla., summers, 1919-29 and 1931-53. Retired 1953. Supply Pastor, Alachua Presbyterian Church since 1953. Pres., FEA Mtg. Dist. VII, 1926 and 1926-27; Dir. for 10 years, Fla. H.S. Ath. Assn.

Goodman, Mrs. Sarah M. Dir. 1948-49
Pres. 1949-50
Vice-Pres. 1950-51

Born Georgia 1904. A.B. 1924 and M.A. 1938, Stetson Univ.; add. grad. work at Univ. of Ga., Univ. of Chicago, Univ. of

- Fla., and FSU. Tchr., Perry H.S. 1924-26; H.S. Tchr., Orlando since 1932; Boone H.S., Orlando since 1952. Chm., English Section, FEA 1939-41; Dir., 1943-46 and Chm. 1947-48, CTD; NEA Tenure Com. 1945-46; State Textbook Rating Com. 1946 and 1957-; Subcom. of Fla. Citizens Com. 1946-47; Continuing Ed. Council 1946-52; Fla. Tchr. Ed. Adv. Council 1947-54; Pres., Orange Co. CTA 1948-49; Dir., FSU Workshop on Preparation of FEA Handbook for Florida's Instructional Personnel, summers, 1948, 1949, and (Rev. Ed.) 1955; Coop. Program in Ed. Adm. 1950-52; Fla. Tchr. Ed. Adv. Council Study Group Program 1954-57; Member Steering Com. TEPS 1957-58. Served as pres. of Beta Chap., Delta Kappa Gamma; selected by Mu State, Delta Kappa Gamma in 1950 for Achievement Award.
- Goulding, Robert L.** Dir. 1938-40
Born Fla. 1892. A.B.Ed. 1914 and M.A.Ed. 1922, Univ. of Fla.; Ph.D., Peabody Coll. 1933. Prin., Cocoa 1914-16; Tchr., Pensacola H.S. 1916-18; Technical H.S., Atlanta, Ga. 1918-20; Supv. Prin., New Smyrna Beach 1920-32; Prin., Ft. Lauderdale H.S. 1933-38; Prof. of Ed., FSCW and FSU since 1938. Pres., FEA Mtg. Dist. III, 1923-24; Chm., Retirement Com. 1931-32 and 1933-35; Chm., DSSP 1935-36; Chm., Tchr. Ed. Com. DSSP 1941-42. Co-author, *Stories of Florida*.
- Graham, Benjamin C.** FSTA Vice-Pres. 1889
FSTA Exec. Com. 1891
FSTA Pres. 1896
Born Ala. 1847. A.B., Hampden-Sydney Coll. (Va.) 1868. Pres., Hiawasse Coll. (Ga.); Tchr., Milton; Prin., Manatee Acad., Bradenton 1879-84; principal of first public school in Tampa and high school principal in Tampa to 1900; Co. Supt. of P.I., Hillsborough Co. 1901-05; Tchr., Hillsborough H.S. thereafter. Deceased 1920.
- Graham, George J.** FSTA Vice-Pres. 1888
Co. Supt. of P.I., Hamilton Co., Jasper 1885-97.
- Graham, Harry E.** FSTA Pres. 1896
Born Gainesville 1866. Attended Vanderbilt Univ. Prin., Fernandina 1893-95; Instr., State Normal Coll., DeFuniak Springs 1895; engaged in private business 1897; Prin., Marianna 1898; Pensacola 1902-. Deceased February, 1926.
- Graham, John A.** FSTA Pres. 1886
Born Florida 1864. Grad. of Peabody Coll. in 1884. Prin., Palatka, High Springs, and at Key West the year he was elected Pres. of FSTA. Conducted institutes in Orlando (1885) and in other counties. Engaged in real estate business about 1890; founded the city of Naples and was influential in development of Bradenton and Manatee County. Deceased 1921.
- Graham, Mrs. Sarah McCreary**
Exec. Com. 1912-13
Served as teacher in Tampa.
- Gray, Charles H.** Exec. Com. 1921-23
Served as county supt. of public instruction, Gadsden Co., Quincy, 1912-42. Pres., FEA Mtg. Dist. II, 1926-28; Com. of Sixteen 1931-32. Deceased March, 1943.
- Greene, R. Alexis** Vice-Pres. 1919
Prin., Live Oak 1917-18; Starke 1918-19. Engaged in the practice of law and entered politics, becoming a Fla. Representative in Congress.
- Griffin, W. B.** FSTA Cor. Secy. 1891
Prin., Pensacola H.S. to 1897.
- Guilliams, J. M.** FSTA Exec. Com. 1894-95
FSTA Vice-Pres. 1896
Instr., Independent Normal Sch., White Springs in early 1880's; Founder, Jasper Normal Inst. 1892; served as business manager of Fla. School Exponent upon its establishment in 1894; became vice-president of Holbrook Normal Sch. (Tenn.) in 1898; Supt., East Fla. Seminary, Gainesville 1903-04; associated with a St. Petersburg school, 1911-12, and returned to Jasper Normal Institute in 1917.
- Gullett, B. D.** Exec. Com. 1920-22
Born 1872. Tchr. and Prin. in South Florida to 1917; Co. Supt. of P.I., Manatee Co., Bradenton 1917-33.
- Gunn, C. C.** Treas. 1911, 1912
Co. Supt. of P.I., Jackson Co., Marianna to 1912.
- Hall, Joe** Dir. 1950-51
Born Ala. 1909. A.B.E., Univ. of Fla. 1931; M.A., New York Univ. 1936; Ed.D., FSU 1955. Tchr., Coach, and Prin., Leon H.S., Tallahassee 1932-35; Prin., Carabelle 1935-36; Supv., Tchr. Certification, and Consultant in Health & Phys. Ed. 1937-42; and Dir., Div. of Instr. 1946-48, State Dept. of Ed.; USNR 1942-46; Dir. of Instr., Asst. Supt., and Assoc. Supt. 1948-56, and Co. Supt. of P.I. since 1957, Dade Co. Chm., Health, Phys. Ed. & Recreation Section, FEA 1932-33; Chm., Program Action Com. 1951-53; Chm., Resolutions Com. 1954; Chm., Convention Evaluation Com. 1957-58; Chm., FEA Convention Steering Com. 1957-58.
- Hall, Robert Eric** Chm., Exec. Com. 1907
Exec. Com. 1907-09
Pres. 1914
Born Florida 1881. Attended Gordon Inst.; B. Eng., Natl. Normal Univ., Lebanon, Ohio 1899. Served as teacher in Alachua County in 1889; as teacher and principal in other Fla. counties, and in Ga. and Ala. Served as county supt. of public instruction in Dade County, Miami from 1904 to 1920; thereafter engaged in the real estate business. Deceased 1938.
- Hall, W. W.** Exec. Com. 1906
Born Florida 1874. Grad. of Peabody Coll. 1896. Tchr. in Fla. schools 1896-1902; in Miami 1902-06; Supt. of Schools, Florence, Ala. 1906-07; Pres., Southwestern Ala. State & Agr. Sch., 1907-08; Vice-Pres., Coker Coll. (S. C.) 1908-09; Prin., DeLand 1909-11; thereafter engaged in private business in Miami.
- Hamilton, Mrs. Ella LaF.**
FSTA Vice-Pres. 1899
Vice-Pres. 1910
Born 1868. Tchr., Gainesville 1898; Prin., Primary Dept., Quincy Sch. 1910-.

Hampton, Clem FSTA Exec. Com. 1893-95
FSTA Vice-Pres. 1895
Exec. Com. 1902-04, 1908

Born 1867. Instr., Martha Perry Inst., Rochelle, Florida, in early 1880's; First Asst., Gainesville 1895; Live Oak 1896-1901; thereafter to 1917 in State Dept. of Ed. and Board of Examiners. Deceased 1926.

Harper, C. L., Jr. Dir. 1941-46

Born Deerfield, Fla. 1910. B.S., Howard Coll., Birmingham, Ala. 1931; M.A., Univ. of Fla. 1945. Tchr., Sopchoppy 1932-33; Pierson 1934-35; Kirby-Smith Jr. H.S., Jacksonville 1935-39; Adm. Asst. 1941-42, Supv. of Negro Schools 1942-46, and Asst. Supt. 1948-53, Duval Co., Jacksonville. Prin., Stone Mountain, Ga. H.S. 1954-56; Adm. Asst., DeKalb Co., Ga. Board of Education since 1956. Fla. Merit Council 1949-53.

Harris, Agnes Ellen Vice-Pres. 1914
Pres. 1917

Born Georgia 1883. B.S., Ga. State Coll. for Women; M.A., Columbia Univ.; LL.D., Univ. of Ala. Tchr., Macon, Ga. 1903-07; Instr., Ga. State Agr. Sch. 1907-08; Dir. of Home Ec., FSCW 1908-19; State Supv. of Home Ec., Texas 1919; Field Agent, U. S. Dept. of Agr. 1919-21; Dean, Ala. Poly. Inst. 1922-27; Dean, Sch. of Home Ec., Univ. of Ala. 1927-52. Served as president of the Ala. Ed. Assn. Deceased 1952.

Harris, Clyde Dir. 1953-56

Born Kans. 1906. B.S., Univ. of Fla. 1934; M.S., Cornell Univ. 1938. Elem. and H.S. Tchr., Palm Beach Co. 1927-39; Tchr., Dade Co. 1939-40; Prin., Boynton Beach Schools 1940-43; U.S. Navy 1943-45; Prin., Central Elem. Sch., West Palm Beach, and Instr., Palm Beach Jr. Coll. 1946; Prin., Lake Worth Jr.-Sr. H.S. 1946-48; Prin., Palm Beach H.S. and Supv. Prin., Central Schools, West Palm Beach 1948-57; Asst. Supt. of P.I., Palm Beach Co. since 1958. Dir., DSSP 1950-52.

Hartsfield, Frank S. Exec. Com. 1921-23
Treas. 1927-29
Pres. 1929-30
Vice-Pres. 1930-32

Born Fla. 1883. Undergrad. work at Fla. State Coll. and Univ. of Fla.; B.A., Univ. of Chattanooga 1909; grad. study at Univ. of Chicago. Prin., Greenmore, Waukegan, Green Cove Springs, Winter Garden, and Woodville. Co. Supt. of P.I., Leon Co., Tallahassee 1916-36. Elem. Textbook Adoption Com. 1923; Pres., FEA Mtg. Dist. II, 1926-27; NEA State Dir. 1930-31; Com. of Sixteen 1931-32; Com. on Sch. Needs 1932-33. Deceased 1936.

Hathaway, Fons A. FSTA Treas. 1903
FEA Pres. 1910

Born 1879. B.S., Fla. State Coll. 1902; LL.D., Univ. of Fla. 1918. Tchr., Fla. rural schools; Prin., St. Petersburg 1903; Orlando and Jacksonville 1909-14; Co. Supt. of P.I., Duval Co. 1914-25; Exec. Secy. to Gov. John W. Martin, 1925; Chm., State Road Dept. 1925-28; candidate for the office of Governor 1928; thereafter employed in the National Recovery Administration and the National Housing Administration; Dir., Fla. Employment Service 1939-54. Deceased 1954.

Hayes, Mrs. Lora Belle Dir. 1948-51

Born Georgia 1904. B.A.E., Univ. of Fla. 1938. Tchr., Terrell Co., Ga. 1919-20 and 1921-22; Gwynne Institute, Ft. Myers 1924-31; Prin., Tice Elem. Sch. since 1931. Pres., Zeta Chap., Delta Kappa Gamma 1947-50. Served on State Textbook Rating Com.

Hayes, C. L. FSTA Exec. Com. 1898-02
Pres., State Normal Coll., DeFuniak Springs 1900-10.

Hayes, Maston S. Dir. 1932-33

Born Florida 1892. Grad. of Fla. Normal Inst. 1915; add. study at Univ. of Fla. Tchr., Alachua Co. 1912-13; Bradford Co. 1914-16; St. Johns Co. 1916-17; Flagler Co. 1918-19; DeSoto Co. 1919-21; Co. Supt. of P.I., Glades Co., Moore Haven 1921-33; Mgr., State Textbook Exchange, State Dept. of Ed. 1937-54. Retired 1954. In cattle and timber business in Gainesville since 1954. Pres., FEA Mtg. Dist. IX, 1926-27 and 1932-33.

Head, Philemon E. Dir. 1940-44

Born N. Car. 1901. A.B., Fla. Southern Coll. 1930; M.A., Duke Univ. 1937; add. grad. study at Stetson Univ., Univ. of Fla., and FSU. H.S. Tchr. in N. C. 1925-26; Asst. Prin. 1926-29 and Prin. 1938-46, Frostproof; Prin., East Marion 1930-32; Summerfield 1932-38; Bushnell 1946-48; Base Elem. Sch., Eglin AFB 1948-52; Dir. of Ed., Kadena AFB, Okinawa since 1953. Continuing Ed. Council 1932-46; Chm., DSSP 1933-35; Chm., Resolutions Com. 1951-52.

Helseth, Emma O. Exec. Com. 1917

Primary Tchr. in Ft. Pierce.

Henderson, Ed. B. Dir. 1941-42
Exec. Secy. and Editor,
FEA Journal since 1949

Born Florida 1902. B.S. 1927 and M.S. 1928, Stetson Univ.; add. grad. work at Peabody Coll., FSU, and Univ. of Fla. Dean, Middle Ga. Jr. Coll. 1928-29; Tchr. and H.S. Prin., Leesburg 1929-34; Supv. Prin., Cocoa 1934-42; Ft. Myers 1942-46; Supv. of Instr., State Dept. of Ed. 1946-49; Exec. Secy., FEA, and Editor of The Journal since 1949. Chm., State Textbook Rating Com. 1938; Chm., Local Units Com. 1942; Secy.-Treas., DSSP since 1945. Designated Honorary State Farmer by Fla. Assn. of FFA, 1951; recipient of Meritorious Service Citation from Fla. Southern Coll., 1951.

Henderson, Leon N. Dir. 1939-41

Born Fla. 1906. B.A.E., Univ. of Fla. 1929; M.A., Peabody Coll. 1939; Ed.D., Columbia Univ. 1948. Tchr., Okaloosa Co. 1922-26; Plant H.S., Tampa 1929-40; Coord., Sloan Project, Univ. of Fla. 1940-43; C.O., Navy V-12 Unit, Univ. of Miami 1943-44; staff mbr., Bur. of Pers. (Navy), Washington, D. C. 1945; Prof. of Ed., Univ. of Fla. since 1945; and Acting Head 1955-56 and Head since 1956, Dept. of Sec. Ed.; Visiting Prof., Columbia Univ., summer, 1946; Apalachian State Tchrs. Coll., Boone, N. C., summer, 1950; Dir., Jr. Coll. Workshops, Univ. of Fla. since summer of 1949. Secy.-Treas. 1934 and Chm. 1937-39, CTD; Pres., Hillsborough CEA 1934-36; Chm., Elections Com. 1935 and 1951; NEA Resolutions Com. 1936-37; Pres., West Coast Dist., 1936-38; NEA Salary Com. 1937-38; Fla. State Dept. of Ed. Bulletin Com. Workshop at Peabody Coll., summer 1938; Fla. Textbook Rating Com. 1939.

Heth, Elizabeth A. Asst. to Exec. Secy. and Editorial Asst. The Journal 1929-1953

Born Tenn. 1893. West Tenn. State Norm. Sch. (later West Tenn. St. Tchrs. Coll.) 1914-17; further study at Peabody Coll., Lake Forest, Univ. of Chicago, Sch. of Fine Arts, Univ. of Alberta, Canada. Tchr. Memphis City Schs. for 7 yrs.; office mgr. and dir. of personnel, Broward Co. Sch. Bd. 1925-29; asst. to Exec. Secy. FEA and editorial asst. The Journal 1929-53; compiled and edited numerous bulletins, newsletters, pamphlets, brochures for FEA, its depts. and committees; dir. FEA conventions including commercial exhibits for 25 yrs.; secy. History Com. of FEA 1952-58. Retired 1953. Editorial and research work for Cont. Ed. Coun. and Fla. School Board Assn. 1932-58. Chm. History Com. Iota Chap. Delta Kappa Gamma 1945; Chm. Research Com., Mu State, Delta Kappa Gamma 1954; selected by Mu State, Delta Kappa Gamma in 1956 for Achievement Award. Pres. Florida Fed. Bus. and Prof. Women's Clubs 1948-49.

Himes, I. I. Exec. Com. 1916-17

Tchr. in Fla. schools; Prin., Palatka 1895-96; West Palm Beach 1909-17. Attended the organizational meeting of the Association in DeFuniak Springs in 1886.

Holden, Mrs. Eunah T. (Johnson)

Dir. 1942-46
Pres. 1946-47
Vice-Pres. 1947-48

Born Ohio 1892. Diploma in Music, Bluffton Coll. 1914; A.B., Miami Univ., Oxford, Ohio 1916; studied law at Ohio Northern Univ. 1921; A.M., Stetson Univ. 1926; add. grad. study at Univ. of Chicago, Univ. of Fla., and FSU. Elem. and H.S. Tchr. in Ohio schools 1911-14 and 1916-18; Supt. of Schools, Middlepoint, Ohio 1918-21; Instr. in English and music, Ohio Northern Univ. 1922-25; Instr., Stetson Univ. 1925-26 and summers, 1932-34; Tchr. and Dean of Girls, DeLand H.S. 1926-47; Consultant in Internship, State Dept. of Ed. 1947-50; Tchr., DeLand Sr. H.S. 1952-56; International Exec. Secy., Delta Kappa Gamma since 1956. Terminology Com., O'Leno Internship Conf. 1941; Dir., CTD 1941-44; Pres., Volusia CEA 1944-45; Pres., Mu State, Delta Kappa Gamma 1945-47, and Natl. Pres. 1950-52; Fla. Children's Commission 1946-48; Dir. of Internship Workshops 1947-50; Representative to UNESCO 1950 and 1957. Selected by Mu State, Delta Kappa Gamma in 1947 for Achievement Award for work on Minimum Foundation Program, and by Delta Kappa Gamma Society in 1953 for its Natl. Achievement Award.

Holley, Chester O. Dir. 1933-37

Born Miss. 1890. B.S., Northeastern State Tchrs. Coll., Tahlequah, Okla. 1925; M.S., Colo. A. & M. Coll. 1932. Tchr. in Okla. schools 1912-18; Head, Industrial Ed. Dept., Northeastern State Tchrs. Coll. 1918-20; Supv. of Industrial Ed., Fla. State Dept. of Ed. 1926-37; Dir. of Voc. Ed., Memphis, Tenn. 1937-40 and 1945-46; Instr., Univ. of Ala. and Univ. of Tenn., summers 1938 and 1939; Vocational Trg. Officer, U.S. Navy 1940-45. Retired 1946. Chm., T. & I. Section of FEA 1931-32; Pres. Fla. Voc. Assn. 1932. Chm. of Tchr. Trg. Section, T. & I. Div., Amer. Voc. Assn.; Chm. of com. sponsored by State Dept. of Ed. and Sou. Railway System to develop plan and course content for railroad shop training;

Chm. of com. to develop plan and content for training in diversified occupations in Fla. and Sou. Region; and under auspices of State Dept. of Ed. and Fla. Hotel Assn. developed plan and content for hotel training courses.

Hollins, Dixie M. Exec. Com. 1919

Born Texas 1887. Grad. of Bowling Green (Ky.) Business Univ. and Normal Sch. 1908. Served 4 years as principal of elementary and high schools in Clearwater. Appointed first supt. of public instruction for Pinellas County in 1911 and served until his resignation in 1921. Thereafter engaged as a specialist in municipal financing in Pinellas County, and is currently president of a printing company in St. Petersburg and operator of a 20,000 acre cattle ranch and timber lands in Citrus County. Member of State Textbook Com. 1920; Special Consultant to Pinellas County School Board on refunding of school districts' debts, 1941-42.

Holloway, William M. FSTA Pres. 1901

Born Florida 1862. Attended Natl. Normal Univ., Lebanon, Ohio. Tchr. 1882-83, and Prin. 1883-84 and 1885-86, Pine Hill (Union Co.); Tchr. 1884-85, and Prin. 1886-87 and 1888-89, LaCrosse; Prin., Prospect 1887-88; Tchr., Trenton 1892; Co. Supt. of P.I., Alachua Co., Gainesville 1901-05; State Supt. of P.I. 1905-13; thereafter served as state hotel inspector for 3 years; Prin., Waldo 1922-27; Tchr., Gorrie Jr. H.S., Jacksonville 1927-28; Lee H.S., Jacksonville 1929-35. Organized "Conference for Education in Fla.," served as its president and raised funds for statewide campaign for better schools. Elected vice-president of NEA in 1909 and chairman of NEA Council on Education in 1910. Deceased 1939.

Hopkins, Ruby Exec. Com. 1908

Served as teacher in Jasper.

House, Rose E. FSTA Exec. Com. 1896
FSTA Vice-Pres. 1897

Tchr., Eustis 1895; Clermont 1888-91; Live Oak 1896-.

Hughes, Florence L. Dir. 1933-34

Born Jacksonville 1879. Normal Diploma 1930 and A.B. 1936, Univ. of Fla.; grad. study at Univ. of Tenn., New York Univ., and Univ. of Chicago. Tchr., Riverside Sch., Jacksonville 1904-14; Prin., West Riverside Elem. Sch., Jacksonville 1914-49. Retired 1949. Chm., DESP 1930; Pres., Duval CEA 1932-33; Pres., Duval Co. Dept. of Elem. Prin. 1943-44; Pres., Jacksonville Chap., Kappa Delta Pi 1952-54. Served also on the Continuing Ed. Council.

Huffaker, R. B. Exec. Com. 1911

Prin., Summerlin Inst., Bartow 1905-10; Gainesville 1910-11.

Hulley, Lincoln Pres. 1910

Born N. J. 1865. A.B., Harvard Univ. 1889; Ph.D., Univ. of Chicago 1895; LL.D., Denison Univ. 1907; J.D., Temple Univ. 1924; L.H.D., Furman Univ. 1929. Instr., Bucknell Univ., Lewisburg, Pa. 1889-1904; Pres., Stetson Univ. 1904-33. Served as a member of the Fla. Senate, and was a candidate for the office of Governor in 1924. Deceased 1934.

Hurt, James Lewis

Dir. 1938-41

Born Tenn. 1909. B.S., Univ. of Fla. 1932; M.A., Duke Univ. 1939. Prin., Niceville H.S. 1933-34; Supv. Prin., Ernest Ward H.S., Escambia Co. 1934-42; war service, 1942-45, as ordnance works line supervisor and as Emerson Electric Co. field service engineer assigned to Air Tech. Serv. Command; sales representative for chemical manufacturing company, 1945-47; treasurer of retail furniture company in Pensacola since 1947.

Huskey, D. C.

Dir. 1949-53

Born Okla. 1907. A.B., Fla. Southern Coll. 1930; M.Ed., Duke Univ. 1940. Tchr. & Coach, Mulberry 1930-35; Ft. Pierce 1935-40; Asst. Prin., St. Lucie Co. H.S. 1940-42; Supv. Prin., Charlotte Co. H.S. 1942-43; Instr., Univ. of Fla. 1943-44; Supv. Prin., Ft. Pierce 1944-45; Co. Supt. of P.L., St. Lucie Co. Ft. Pierce 1945-57; City Clerk & Treas. 1957 and City Finance Dir. since 1958, Ft. Pierce. Secy. 1952-53, Vice-Chm. 1953-54, and Chm. 1954-55, Dept. of Co. Supts.; Delegate, White House Conf. on Ed. 1955. Recipient of Ft. Pierce J.C.C. Distinguished Service Award, 1952.

Ingram, Mrs. Helen K.

FSTA Exec. Com. 1887

FSTA Vice-Pres. 1892

First Asst., Duval H.S., Jacksonville 1887-; Instr., Fla. Agr. Coll., Lake City 1894-98. Deceased 1898.

Johnson, A. B.

Treas. 1924

Secy.-Treas. 1925-27

Co. Supt. of P.L., Orange Co., Orlando 1917-29. Com. of Sixteen, 1929-31.

Johnson, Sexton

FEA Treas. 1923

Born 1890. Served in Freeport School in 1916; as supervising principal of Orlando Schools 1921-25; and as supervising principal of Tampa Schools in 1925-26. Deceased 1926.

Johnston, Mary Sydney

Vice-Pres. 1905

Tchr., Dade City 1892; Prin., Tampa Grade Sch. 1898-; Instr., State Normal Coll., DeFuniak Springs 1900-05.

Jones, C. M.

Exec. Com. 1914-16

Secy. 1916

Born 1881. A.B. and A.M., Southern Normal Sch. (Ky). Prin., Lakeland 1910-16; Perry 1916-22.

Jones, Elton L.

Dir. 1944-47

Born Ala. 1907. A.B., Fla. Sou. Coll. 1930; M.A., Univ. of Fla. 1943. Tchr. 1930-31, and Prin. 1931-34 and 1937-39, Winter Haven Jr. H.S.; Prin., Winter Haven Sr. H.S. 1934-36; Yankeetown 1936-37; Monticello 1939-44; Leon H.S., Tallahassee 1944-46; Supv. Prin., Ocala since 1946. Pres., Ochlocknee Dist. 1942-43; Chm. DSSP 1948-49.

Judge, Mrs. M. F.

FSTA Exec. Com. 1893

Served as teacher in Milton.

Keith, C. A.

Exec. Com. 1914

Prin., DeLand 1906-; Punta Gorda 1910-11; St. Augustine 1911-.

Kelley, J. L.

Pres. 1912

Born Georgia 1853. M.D., Univ. of Maryland 1873. Practiced medicine in Ga. un-

til he moved to Alachua County in 1882. Member, Alachua Co. Sch. Bd. 1888-1904; Co. Supt. of P.L., Alachua Co., Gainesville 1904-17. Deceased 1935.

Kellum, J. G.

Secy. 1905-08

L.I., Jasper Normal Sch. 1894; add. study at Peabody Coll. Prin. at Hawthorn, Melrose, Alachua, and Gainesville 1896-1905; Secy., Fla. Board of Control of Fla. Insts. of Higher Learning 1905-17; and (concurrently for 10 years) Bus. Mgr., FSCW 1907-45. Retired 1945.

Kelly, J. Homer

Exec. Com. 1928-29

Born Georgia 1878. A.B.E., Univ. of Fla. 1926. Co. Supt. of P.L., Lafayette Co., Mayo 1918-22; Prin., Bradford Co. H.S., Starke 1926-27; Live Oak H.S. 1927-29; New Port Richey 1929-32. Retired 1932. Deceased 1954.

Kendrick, H. J.

Exec. Com. 1908

Served as teacher in Tampa.

Kennedy, H. G.

Exec. Com. 1905-07

Served as principal in Mulberry.

Kern, F. L.

FSTA Exec. Com. 1888

and 1892-93

Prin., St. Johns Seminary, Madison, to 1888; Pres., Fla. Agr. Coll., Lake City 1888-92. Editor, *Florida School Journal* 1888-89.

Kipp, R. Earl

Dir. 1942-46

Born Penna. 1907. B.S. 1939 and M.A.E. 1942, Univ. of Fla. Tchr. and Prin., Sanford Grammar Sch. 1938-43; Prin., Sanford Jr. H.S. 1943-45; Elem. Supv. and Gen. Supv., Orange Co. 1945-52; Prin., Boone H.S., Orlando 1952-56; Co. Supt. of P.L., Orange Co. since 1957. NEA Com. on Reciprocity of Certificates 1940-45; Chm., DESP 1942-43; Chm., Elem. Ed. Adv. Com., Fla. Cit. Com. on Ed. 1945-47; Chm., DSCD 1948-49; Chm., Com. on Cont. of Serv. 1950-51; Fla. Com., Southern Assn. of Coll. & Sec. Sch. 1952-58.

Knibloe, W. E.

FSTA Exec. Com. 1892

Chm., Exec. Com. 1893, 1896

FSTA President 1898

Born Ill. 1857. Grad. of Univ. of Ill. in 1876. Prin. and City Supt. of Schools in Ill. for 6 yrs.; Prin., St. Augustine 1892-; Riverside Sch., Jacksonville 1895-96; Tchr. 1896 and Prin. to 1908, Duval H.S., Jacksonville; Prin., Leon H.S., Tallahassee 1909-16; St. Augustine 1916-20.

Kramer, Ellah

Dir. 1950-53

Born Georgia 1907. A.B.Ed., FSCW 1929; M.A., FSU 1954. Elem. Tchr., Tavares and Leesburg since 1929. Vice-Pres., FEA Mtg. Dist. V, 1951-52; NEA Com. on Reporting to Parents 1954-55.

Lane, Benjamin Benson

Chm., Exec. Com. 1909

Exec. Com. 1910-13; 1923

Pres. 1920

Born Georgia. Prin., Apalachicola 1907-; Prin. in Starke, at Summerlin Inst., Bartow, and in Pensacola, Tallahassee, Ft. Lauderdale, Crescent City, Panama City, and Monticello from 1909 to 1921; Instr., Catawba Coll. (N.C.); and at Univ. of N.C. 3 years. Deceased 1938.

Lawton, T. W.

Treas. 1922-27

Born Ovideo, Fla., 1882. A.B. Rollins Coll. 1903; Dr.P. Rollins 1945; Andover Theological Sem. 1904-05. H.S. prin. Seminole Co. 4 yrs. Co. Supt. of P.I., Seminole Co., Sanford 1917-53 (36 yrs.). Chm., FEA Dept. of Co. Supts. 1924; Com. of Sixteen 1930-31; Chm., Necrology Com. 1932-33. Pres. FEA Meeting Dist. 1935. Retired 1953. Engaged in citrus industry.

LeMasters, W. O.

Exec. Com. 1920

Served as county supt. of public instruction in Hernando County, Brooksville, and as teacher in Marion County. Pres., Fla. Voc. Assn. 1943-44. Deceased 1947.

Leonard, John Ireson

FEA Dir. 1939-41

Born Ill. 1886. B.S., Lombard Coll. 1910; D.N., Chicago Coll. of Naprapathy 1918; M.A.E., Univ. of Fla. 1943; Ed.D., Fla. Southern Coll. 1947. Instr., Chicago Coll. of Naprapathy 1913-17 and 1919-21; U.S. Army Base Hosp. 1917-19; engaged in real estate business 1921-36; Co. Supt. of P.I., Palm Beach Co. 1936-48; Pres., Palm Beach Junior Coll. since 1948. Pres., FEA Mtg. Dist. XIV, 1937 and 1942-43; Pres., Fla. Assn. Public Junior Colleges 1949-52.

Leps, Joseph M.

Dir. 1951-54

Born W. Va. 1899. A.B., Hampden-Sydney Coll. 1920; M.A., Fla. Southern Coll. 1938; Ed.D., Columbia Univ. 1943. Prin., Agricultural H.S., Charlotte Court House, Va. 1920-21; Prin. & Coach, DeSoto Co. H.S. 1921-22; Supv. Prin., Mulberry 1922-27; Bushnell 1927-28; Marianna 1928-29; Arcadia 1929-34; Winter Haven 1934-41; Technical Writer, Camp Evans, N. J. 1942-43; Instructor, War Training Program, Univ. of Fla. 1943-44; Supv., Civilian Training, Marianna Army Air Field 1944; Assoc. in Research, 1944-45 and Prof. of Sch. Adm. since 1945, Coll. of Ed., Univ. of Fla.; Asst. in Sch. Surveys, State Dept. of Ed. 1947. Chm., Com. on Evaluation of Suggestions to Improve Schools 1950-51.

Lewis, J. Milton

Dir. 1951-52

Born Georgia 1906. Ph.B., Emory Univ. 1927; M.A., Fla. Southern Coll. 1938. Tchr., Griffin, Ga. 1927-28; Tchr., Gordon Military Coll., Barnesville, Ga. 1928-35; Tchr., Boys H.S., Atlanta, Ga. 1935-36; Prin., Haines City H.S. and Supv. Prin., Haines City Schools 1935-45; Supv. Prin., Winter Haven Area Schools 1945-52; Prin., Cobb Co., Ga. Schools since 1952. Pres., FEA Mtg. Dist. VIII, 1947-48; Chm., TEPS Com. 1951-52. Served also as secretary-treasurer of DSSP, as a director of Fla. H.S. Ath. Assn., and as a member of the Fla. Tchr. Ed. Adv. Council and the Com. on Higher Ed. of the Southern Assn. of Coll. & Sec. Sch.

Lockey, Joseph Byrne

Exec. Com. 1908

Born Fla. 1877. B.S., Univ. of Nashville 1902; A.M. 1909 and Ph.D. 1920, Columbia Univ. Prin., DeLand 1902-04; Pensacola 1904-08; Inspector of Public Instr. in Peru, 1909-14; Prof., Peabody Coll. 1919-22; Prof. of History, Univ. of Calif. 1922-.

Longmire, Rowena

FSTA Treas. 1898, (FEA) 1913

Exec. Com. 1903-05

Vice-Pres. 1906

FEA Pres. 1923

Born Mo. 1869. Attended Western Academy at LaBelle, Mo.; A.B., Peabody Coll.; A.M., Univ. of Chicago. Tchr., Live Oak 1895-

96; Tchr. & Asst. Prin., Summerlin Inst., Bartow 1896-1906; Assoc. Prof. of English, FSCW 1906-38. Served as president of FSCW Alumnae Assn. in 1917 and as its secretary for many years; prepared the first *Alumnae Bulletin*. During her term as FEA president publication of the first official magazine of the Association, *The Journal*, was begun. Named Master Teacher in 1935 by CTD-FEA. Deceased 1938.

Longstreet, Rupert J.

Exec. Com. 1927-28

Acting Secy. 1928-29

Pres. 1933

Vice-Pres. 1934 & 1935

Parliamentarian 10 years

Born Fla. 1892. B.S. 1916 and LL.B. 1917, Stetson Univ.; M.A., Duke Univ. 1932. Supv. Prin., Daytona Beach 1919-49; Prof of Ed. & Dir. of Interns, Stetson Univ. 1949-57. Retired 1957. Pres., FEA Mtg. Dist. VII, 1927-28; NEA Com. on Retirement 1929-30; Chm., FEA Com. on Retirement 1929-30, 1932-33, and 1939-42; State Textbook Rating Com. 1930; Natl. Council on Ed. 1933-40; NEA Com. on Defense of Democracy through Ed. 1935-40; Com. on Higher Inst., Southern Assn. of Coll. & Sec. Sch. 1946-50; Chm., History Com. 1952-53. Recipient of Daytona Beach Civic Award, 1934; TEAC, 1948-49; CEC, 1938-36; trustee, Fla. Teachers Retirement System, 1937-40. Author: *Bird Study in Florida*; *Ornithology of the Mosquitoes*; co-author, *Stories of Florida*; *Florida Birds*; editor, *Florida Naturalist*, 1927-49.

Looney, George C.

FSTA Vice-Pres. 1891

Tchr. and Prin., Melrose Union Academy 1895-.

Loring, Robert H.

Dir. 1955-58

Born Ind. 1914. A.B., DePauw Univ. 1935; grad. study at Indiana Law School and Univ. of Miami. Asst. Secy. of State, State of Indiana 1938-39; Tchr. & Dir. of Student Act., Kinloch Park Jr. H.S., Miami since 1950. Pres., Dade Co. CTA 1956-57; Chm., Elections Com. 1957-58.

Lovelace, Mrs. Alice C.

Vice-Pres. 1928

Born Florida 1869. Attended Norm. Tr. Sch., Green Cove Sprgs.; Univ. of Fla.; Univ. of Colo.; Asheville, N. Car. Norm. Tchr. Clay Co. 1887-1892; Taylor Co. 1903-04; Hillsborough Co. 1905-1941 (Madison St. and Broward Elem Schs.). Retired 1941. Deceased 1943.

Ludvigsen, Mrs. Josephine H.

Dir. 1955-58

Born Georgia 1906. Diploma, Ga. State Tehrs. Coll. 1925; A.B., Univ. of Ga. 1936; M.Ed., Univ. of Fla. 1954. H.S. Tchr. in Ga. 1923-24; Elem. Tchr., Dade Co. 1926-27; Ga. 1927-36; Ft. Benning Children's Sch. 1936-44; Calif. 1944-46; Duval Co. 1946-55; Prin., Lake Lucina Sch., Jacksonville 1955-57; Brentwood Elem. Sch., Jacksonville since 1957. Pres., Jacksonville Branch, AAUW 1951-52; CTD Dir. 1952-54; Chm., CTD Internat. Rel. Com. 1952-53; Chm., CTD Resolutions Com. 1953-54; CTD Rep. on Fla. Citrus Com. 1954-55.

Lynch, George M.

FSTA Exec. Com. 1903

Pres. 1904

Dir. 1926-28

Born D.C. 1872. Attended Montgomery Bell Coll. (Tenn.); Grad. of East Fla. Seminary, Gainesville 1891; A.B. and grad. study at Univ. of Fla. Instr. and Asst. Commandant East Fla. Seminary 1896-1905; and later Prof. of Secondary Ed.,

- Univ. of Fla. Jasper Normal Inst. 1906-08; State H.S. Inspector 1908-10; State Rural Sch. Inspector 1911-; Supv. Prin., Arcadia 1915-; Morale Officer on U.S. troop transports during World War I; City Supt., St. Petersburg Schools 1919-1929; Pres., St. Petersburg Jr. Coll. from its organization to his death; Co. Supt. of P.I., Pinellas Co., Clearwater, 1929-35. Chm., Com. of Sixteen, 1929-32; Pres., FEA Mtg. Dist. XVI, 1929-30 and 1932-35; Chm., Com. on School Needs 1932; Chm., Resolutions Com. 1932-33. Served also on Continuing Educational Council, on NEA Committee of Nine (to revise NEA constitution), and as president of West Coast School Officials Assn. Deceased 1935.
- Mallicoat, J. T.** FSTA Exec. Com. 1895-96
Prin. Brooksville 1894-96; Leesburg 1896-98; Bradenton 1898-; Tampa Preparatory Sch. 1902.
- Mann, Don T.** Dir. 1936-38
Born Ind. 1893. A.B., Vanderbilt U. 1920; M.A., Univ. of Fla. 1940. Prin., Dunnellon 1921-28; Reddick 1928-31; Newberry 1931-32; Co. Supt. of P.I., Marion Co., Ocala 1933-41; State Dir. of Student Aid, Natl. Youth Adm. 1941-43; Dir. of Voc. Ed., Palm Beach Co. 1943-45; Dir. of Vet. Ed., Dade Co. 1945-56; Supv. of Trade Trg., Lindsey Hopkins Voc. Sch., Miami since 1956. Pres., FEA Mtg. Dist. V, 1934-35.
- March, Leland S.** Dir. 1952-53
Born Maine 1899. A.B., Univ. of Maine 1923; B.P.E., Springfield Coll. 1928; Ed.M., Boston Univ. 1934; add. grad. work at Teachers College, Columbia Univ., Univ. of Fla., FSU, and Fla. Southern Coll. Instr., Foxcroft Acad., Dover-Foxcroft, Me. 1923-26; Ricker Classical Inst. & Jr. Coll., Houlton, Me. 1928-29; Thornton Acad., Saco, Me. 1929-31; Tchr., Roosevelt Jr. H.S., Melrose, Mass. 1931-41; Headmaster, Union Sch., Bath, N. H. 1941-43; Supt., Westwood, N. J. Schools 1943-46; Supv. Prin., Eau Gallie 1946-47; Gen. Supv., Hendry Co. 1947-49; Asst. Supt. for Curric., Monroe Co. 1949-53; Tchr., Haines City Jr. H.S. 1954-55; Haines City Sr. H.S. 1955-57; H.B. Plant H.S., Tampa since 1957. Pres. 1950-51 and Vice-Pres. 1951-52, FEA Mtg. Dist. X; Chm., Credentials Com. 1951-52.
- Markham, Julian E.** Dir. 1954-57
Born Lake City, Fla. 1908. B.S.E. 1931 and M.S.E. 1938, Univ. of Fla.; add. grad. study at FSU. Tchr., Asst. Prin., and Supv. Prin., Eustis 1931-45; Supv. Prin., Lake City 1945-49; Gen. Supv., Highlands Co. since 1949. Vice-Chm., DSSP 1945-46; Pres., Columbia CEA 1946-48; Pres., St. Johns Dist., 1949; Co-Chm., Insurance Com. 1951-52; Chm., DSCD 1953-54; Chm., Continuity of Serv. Com. 1954-56; Chm., Program Action Com. 1957-58.
- Marks, George W.** Exec. Com. 1924-28
Chm. Exec. Com. 1924-26
Pres. 1928
Vice-Pres. 1928-29
Born Ill. 1889. A.B., Univ. of Kansas 1914. Prin., Daytona Beach H.S. 1914-16; New Smyrna Beach 1916-17; U.S. Navy 1918; in private business 1919-21; Mayor of Daytona Beach 1922; Supv. Prin., DeLand 1922-23; Co. Supt. (appointed in 1923) of P.I., Volusia Co. 1923-57 (without opposition in elections). Retired 1957. Currently serving as president of a DeLand banking organization. Com. of Sixteen, 1929-32; Chm., Retirement Com. 1950-51.
- Marshall, Robert C.** Dir. 1934-38
Born Mass. 1886. Undergrad. work at Univ. of Maine; B.S. Howard Coll., Birmingham, Ala. 1922; M.S. in Ed., Univ. of Syracuse 1934; add. grad. study at Univ. of Fla. Ath. Dir. & Tchr. in N. Y. 1912-14; Ath. Dir., Tchr., Asst. Prin., and Prin. in Va. schools 1914-19, and concurrently Ath. Dir., Univ. of Richmond 1916-18. Ath. Dir. & Instr., Randolph-Macon Coll. 1919-20; Ath. Dir. & Coach, Howard Coll. 1921-22; Ath. Dir. & Tchr., Duval H.S., Jacksonville 1922-27; Prin., Landon H.S. 1927-28; and Lee H.S. 1928-31, Jacksonville; Co. Supt. of P.I., Duval Co. 1932-41; Tchr., duPont H.S., Jacksonville 1948-52 and 1954-57. Retired 1957. Pres., FEA Mtg. Dist. VI, 1936-38; served also on Advisory Council of American Assn. of Sch. Adm. and on State Com. on Tests & Measurement.
- Martin, Roe M.** Dir. 1956-
Born Georgia 1909. A.B.E. 1930 and M.A. 1937, Univ. of Fla. H.S. Tchr. and Coach in Fla. 1930-36; served as a supervisor in Alachua County School Office, Gainesville 1936-41; DCT Coord., Lakeland H.S. 1941-42; USNR 1942-45; Vet. Rehabilitation Counselor, Polk Co. 1945-46; Voc. Adviser and Psychologist, Veterans Adm. 1946-51; DCT Coord., Winter Haven H.S. 1951-56; Dir. of Pupil Assignment and Testing, Polk Co. since 1956. Pres., Winter Haven CTA 1952-53; Pres., FEA Mtg. Dist. IX, 1954-56; Pres., Polk Co. Tchrs. Credit Union 1955; Pres., Polk Co. CTA 1955-56.
- Matheny, C. C.** Exec. Com. 1929-30
Born Madison 1905. B.S.E., Univ. of Fla. 1935; M.S., FSU 1955. Prin., Oak Hill & Lee schools, Madison Co. 1923-26; Brooker Jr. H.S. 1927-28; Lee Jr. H.S. 1928-36 and 1941-52; Mt. Pleasant 1936-38; Cedar Key 1938-41; Supv. of Negro Ed., Madison Co. 1952-54; Tchr., Madison H.S. since 1954.
- Mathes, Mrs. Lena B.** FSTA Treas. 1889
FSTA Exec. Com. 1899-1900
FSTA Vice-Pres. 1901
Tchr., Turkey Creek 1894; Tampa 1898-.
- Matthews, Wesley W.** Dir. 1946-49
Born S. Dak. 1906. A.B., Ohio Wesleyan Univ. 1928; M.A., Duke Univ. 1941. Tchr., Shenandoah Jr. H.S., Miami 1928-31; Prin., Little River Sch., Miami 1931-41; Miami Jackson H.S. 1941-53; Asst. Supt. for Gen. Ed., Dade Co. B.P.I. since 1953. Pres., Dade Co. CTA 1930; Chm., Com. on Purposes and Structure 1949-50; Chm., DSSP 1951-52; Fla. Courses of Study Com. 1953-55. Served also as president of Dade Co. Sch. Adm. Club.
- Mays, Isabel S.** Treas. 1919
Prin., Dunnellon 1913-16; Center Hill 1918-19.
- McAdam, Nina** Dir. 1936-38; 1947-50
Born Mass. 1902. A.B., FSCW 1924; M.A., Univ. of Mich. 1941. Tchr., Lakeland 1924-25; Dade Co. 1925-34; Dean of Students Miami H.S. 1934-47, Supv. of Guidance 1947-53, Dir. of Pupil Personnel Serv. 1953-55, Dade Co. Schools, Miami, Chm., Special Com. which asked Gov. to appt. Commission to map a long-range, total program for Fla. schools 1943-44; Chm., Advisory Com. to Fla. Citizens Com. on Spec. Ed. Serv. 1944-47; Chm., Welfare & Membership Com. 1947-48; Chm., Policies Com. 1949-50. Deceased 1955.

McAllister, Birdie Dir. 1949-52

Born Ky. 1901. A.B., Univ. of Ga. 1925; M.A., Duke Univ. 1938. Tchr. 1925-34 and Head, Science Dept. 1934-35, Miami Sr. H.S.; Tchr. 1935-41 and Head, Science Dept. 1941-55, Miami Beach H.S.; Supv. of Science Ed., Dade Co. since 1955. Pres., Dade Co. CTA 1944-45; Chm., Necrology Com. 1949-50; State Com. to Evaluate Florida's Textbook Adoption Program 1951-52; NEA Com. on Safety Ed. 1952-55; State Textbook Rating Com. 1956-58; Dir., Fla. Foundation for Future Scientists 1957-.

McBeath, T. F. FSTA Exec. Com. 1893, 1903

Chief Clerk, State Dept. of Ed. 1893-95; Prin., Grade Sch., Jacksonville 1895-1903; Instr., East Fla. Seminary, Gainesville 1903-; Prin., Gainesville 1906-09; Dean, State Sch. for Females, Columbus, Miss. 1909-. Editor, *Florida School Exponent* for 14 years.

McBeath, T. J. Exec. Com. 1910, 1915

Principal at Aucilla, Green Cove Springs, Milton, Oxford, Mayo, Ft. Meade, Mulberry, Jasper, Barberville, and Malone from 1893 to 1927.

McClung, J. W. Exec. Com. 1904

Treas. 1905

Tchr. 1895-96 and Prin. 1896-99, St. Augustine; Prin., Tampa H.S. 1900-07.

McDonald, Christian Vice-Pres. 1920

Born DeFuniak Springs 1893. Attended Palmer College, DeFuniak Springs. Tchr., Argyle, Eucheeanna, and Lynn Haven; appointed to State Board of Examiners in 1917; State Rural Sch. Inspector 1920; Supv., Volusia Co. Schools, DeLand 1922. Deceased 1924.

McGahey, Lillian Treas. 1909

Born Tenn. 1883. B.S. and M.A., Peabody Coll. Served in Dade County schools for 45 years. Prin., Allapattah Elem. Sch., Miami for 8 years; Tchr., Miami Sr. H.S. 1923-25; Miami Edison H.S. 1929-48.

McGill, Mrs. Margaret M. Dir. 1952-54

Born S. Africa 1905. B.S., FSCW 1930; M.A., Teachers Coll., Columbia Univ. 1940; add. grad. study at FSU 1957-58. Tchr. 1925-27 and Prin. 1930-33, Tampa; Critic Tchr., Demonstration Sch., FSCW 1933-43; Tchr. 1943-47 and Prin. 1947-53, Jacksonville; Supv. of Elem. Ed., Duval Co. 1953-57 (on leave). Chm., DESP 1947-49; Pres., Duval Ed. Assn. 1947-49; Fla. Courses of Study Com. 1947-54; Fla. Textbook Rating Com. 1954-57; Fla. Tchr. Ed. Adv. Council since 1954.

McKenzie, Mrs. Lallie B. Dir. 1947-49

Born Georgia 1897. A.B., Univ. of Chattanooga 1919; grad. study at N. Y. Univ. and Univ. of N. C. Tchr., Chattanooga schools 1919-20 and 1929-30; Palm Beach H.S. 1930-49. Retired 1949. Exec. Secy., Palm Beach Civic Music Assn. since 1950. Pres., Fla. Music Educators Assn. 1941-42; Pres., Palm Beach Co. CTA 1944-45.

McLaughlin, Randolph FEA Director 1942

Born Ga. 1902. A.B. 1927 and M.A. 1928, Gonzaga Univ., Spokane, Wash.; add. grad. study at St. Louis Univ., Duke Univ., and Univ. of Fla. Tchr., in Tampa and Prin. W. Tampa Jr. H.S.; Co. Supt. of P.I., Hillsborough Co. 1944-48. Dir. of Instr. & Finance, Gilchrist Co.; Tchr., Acting

Finance Officer, and Specialist in Research & Information, Duval Co., Jacksonville. Chm., Local Units Com. 1939-40; Pres. FEA Mtg. Dist. X, 1941-42; Gen. Chm., FEA annual mtg. 1946-47. Pres. Hillsborough CEA 1936-37-38. Deceased 1957.

McMullen, E. W. Exec. Com. 1915

Born Florida 1876. A.B. and M.A., Peabody Coll. 1904. Instr., Fla. Southern Coll. 1904-14; Prin., Quincy 1914-17; Maury H.S., Memphis, Tenn. 1917-20; Clearwater H.S. 1921-44. Chm., Resolutions Com. 1932. Deceased 1944.

McNiel, Mrs. Pearle A. Dir. 1955-58

Born Ala. 1900. B.S. Fla. Southern 1950. Tchr., Pasco Co. 1918-21; Mobile Ala. 1943-46; Brooksville Elem. Sch. since 1946. Pres., Hernando Co. CTA 1950-51; CTD Dir. 1953-55. Recipient of Brooksville Kiwanis Club Service in Education Award, 1958.

Merriitt, Mary B. Vice-Pres. 1926

Born Georgia. A.B., Brenau Coll. (Ga.) 1901; A.M., Teachers Coll., Columbia Univ. 1925; Litt.D., Univ. of Miami 1955. Instr. in art and French, LaGrange Female Coll. (Ga.) and North Ga. Agr. Coll.; Instr. in foreign languages, State Normal Sch., Florence, Ala.; Tchr., Head of English Dept., and Dean of Girls, Miami Sr. H.S. 1915-26; Instr. in English and Dean of Women, Univ. of Miami 1926-55. Retired in 1955 as Dean of Women Emerita. Frequent contributor to magazines; active in local organization of Natl. League of American Pen Women and Assn. of Deans of Women.

Merz, Henry FSTA Secy 1886-87

Prin., Lake City in 1880's; Instr., Univ. of Wyoming from 1888. Editor, *Florida School Journal* 1887-88.

Metcalf, Guy I. Exec. Com. 1909-10

Served as a member of Palm Beach County Board of Trustees (W. Palm. Beach) and was the first layman elected to an FEA office.

Metcalf, H. G. Exec. Com. 1920-25

Born in England. Grad. of Royal Navy Coll. Prin., Live Oak 1914-24; Gainesville 1924-25; Instr., Univ. of Fla., summers, 1924 and 1925. Deceased 1925.

Mikell, Alvin E. Dir. 1952-54

Born St. Petersburg 1915. B.A.E. 1941 and M.A.E. 1952, Univ. of Fla. Tchr., Copper Sink Elem. Sch. 1937-39; Prin. & Coach Morriston 1939-42; USAF 1942-46; Gen. Supv., Levy Co. 1950-52; Co. Supt. of P.I., Levy Co., Bronson since 1952. Dir., Dept. of Co. Supts. since 1954.

Miller, Jessie P. Dir. 1936-37

Born Mich. 1887. Tchr. and Prin. in Fla. schools 1904-17, 1925-26, 1931-32, and 1946-47; U.S. Navy 1918-19; Probation Officer, Manatee Co. 1926-30; Co. Supt. of P.I., Manatee Co., Bradenton 1933-45. Retired 1947. Chm., Necrology Com. 1938-39.

Miller, Nellie Exec. Com. 1920-22

Tchr. in Crystal River.

Mills, Claudia S. Exec. Com. 1906

Tchr. in Orlando Schools.

Mizelle, O. L. FEA Exec. Com. 1907-08
Served as principal of Dukes School, Co. Supt. of P.I., Suwannee Co. 1898, and as county supt. of public instruction in Union County, Lake Butler, 1921-25.

Monroe, Dr. A. Leight Exec. Com. 1914
Treas. 1918
Pres. 1919

A homeopathic physician in Louisville, Ky. and later in Miami. Dean of Medicine at Southwestern Medical Coll., Louisville, Ky. for fourteen years and consulting rectal surgeon at Louisville City Hospital. Member of Dade County school board, 1910-19.

Montague, Andrew Philip Exec. Com. 1913-14
Pres. 1915

Born Va. 1854. A.B., Univ. of Va. 1875; A.M. 1879 and Ph.D. 1888, George Washington Univ.; LL.D., Univ. of Richmond. Instr. 1875-93 and Dean 1895-97, George Washington Univ.; Pres., Furman Univ. 1897-1902; Pres. Howard Coll. (Ala.) 1902-12; Pres. Columbia Coll., Lake City 1912-19; Instr. 1919-23, Dean 1923-24, Vice-Pres. 1924-27, and Acting Pres. 1927-28, Mercer Univ. Deceased 1928.

Moore, Marshall Exec. Com. 1914
Co. Supt. of P.I., Hillsborough Co., Tampa 1912-16.

Moore, Warren FSTA Cor. Secy. 1894
Served as teacher in New Smyrna.

Morris, Charles F. Dir. 1947-51
Born Ala. 1902. B.S.E. 1930 and M.A. 1951, Univ. of Fla. Tchr., Okaloosa Co. 1922-23 and 1925-26; Volusia Co. 1930-33; Prin., Allentown 1933-39; Jay 1939-47; Tchr., Santa Rosa Co. 1947-48; Co. Supt. of P.I., Santa Rosa Co., Milton 1949-56; Asst. in Transportation, State Dept. of Ed. since 1956. Chm., Auditing Com. 1949-50.

Morse, C. Marguerite Pres. 1940-41
Vice- Pres. 1941-42

Born Mich. 1888. B.S.E., Univ. of Fla. 1933; grad. work at Univ. of Fla., Univ. of Chicago, Univ. of Va., Univ. of Mich., and Peabody Coll. Elem. and H.S. Tchr., and Elem. and Jr. H.S. Prin. in Fla. schools 1908-20; Elem. Sch. Prin. in Ill. 1920-23; H.S. Tchr. and Supv. of Science & Math. Ed. 1923-48; and Gen. Supv. 1948-55, Pinellas Co. Retired 1955. Chm., CTD 1936-37; Com. member and Editor, CTD Handbook Workshops 1938-41; Vice-Pres., CTD-NEA 1942; NEA Budget Board 1942-46; NEA Dir. for Fla. 1943-52; Chm., Com. on Ethics and Prof. Standards 1946-49 and 1950-51; TEPS Com., NEA 1946-51; Chm., TEPS Com., FEA 1952-54. Served also as president of Pinellas Co. CTA for two terms.

Murphree, A. A. Pres. 1905
Born Ala. 1870. A.B. and A.M., Univ. of Nashville; LL.D., Rollins Coll. 1909. Rural Tchr. in Tenn. 1887; Supt., Cullman, Ala.; Prin., Summit Inst. (Ala.); Prin. in Texas for 2 years; Instr. 1895 and Pres. 1897-1905, Fla. State Coll.; Pres., FSCW 1905-09; Pres., Univ. of Fla. 1909-27. Served as editor of Florida School Exponent, 1907-09; and as president of the National Assn. of State Universities. Deceased 1927.

Nelson, Sallie S. Exec. Com. 1907-09
Served as teacher in Live Oak.

Newsome, W. T. Dir. 1933-37
Born Fla. 1895. Undergraduate work at Univ. of Fla. Ordination to Baptist ministry in 1915. Tchr. and Prin. in Fla. schools 1914-28; Co. Supt. of P.I., Suwannee Co., Live Oak 1929-40; State Dir., Adult Ed. 1941-42; Dir., Boys' Clubs of Jacksonville 1943-47; Active Minister since 1948. Pres., FEA Mtg. Dist. IV, 1932-33; Chm., Rural Schools Section, FEA 1934.

Nippert, Frances Lois Dir. 1952-55
Born Ky. 1898. A.B., FSCW 1937; M.A., Peabody Coll. 1946. Primary Tchr. 1921-42 and H.S. Tchr. 1942-49, Pinellas Co. Instr., Demonstration Sch., FSU, summer, 1947; Coord. of Reading Centers, Pinellas Co. since 1949. Pres., Pinellas Co. Tchrs. Assn. 1945-46; Chm., Reading Section, FEA 1957-58.

Norman, James William
Editor, FEA Journal 1925-27
Exec. Com. 1925-28
Pres. 1928-29
Vice-Pres. 1929-30
Dir. 1932-36

Born Georgia 1884. A.B., Mercer Univ. 1906; A.M., Harvard Univ. 1912; Ph.D., Columbia Univ. 1920; add. grad. study at the Univ. of Berlin. Co-prin., Hearn Academy, Cave Spring, Ga. 1907-08; Instr. in math. & ed., Howard Coll. 1908-11; Tchr. in Germany 1913-14; Instr., La. State Univ., summer, 1914; Instr. in psychology & ed., Richmond Univ. 1914-15; Instr., Howard Coll., summer, 1915; Instr. in ed., Univ. of Minn. 1915-16; Prof. of Ed. 1916-55 and Dean, College of Ed. 1920-41; Dean Summer Session 1941-47, Univ. of Fla. Retired 1955. Prof. of Ed., Univ. of Ill., summer, 1956. Com. of Sixteen 1931-32.

Oakes, Mrs. Elizabeth Dir. 1953-56
Born Ill. 1900. B.S., Univ. of Tampa 1938; M.A., FSU 1947. Tchr., Sarasota Co. schools 1921-54; Prin., Osprey Elem. Sch. since 1954.

Olson, Mrs. Clara M. Dir. 1937-40
Born Fla. 1894. A.B., FSCW 1914; M.A.E., Univ. of Fla. 1933; Ph.D., Peabody Coll. 1943. Tchr., Key West H.S. 1914-15; Palatka H.S. 1915-18; Ocala H.S. 1918-19; Prin., High Springs 1919-20; H.S. Tchr. in N. Dak. 1920-22; Tchr., Gainesville Elem. Sch. 1922-24; Gainesville H.S. 1924-34; Core Tchr., P. K. Yonge Laboratory Sch., Univ. of Fla. 1934-42, except one yr. on leave as Dir. of Curric., State Adult Ed. Program, W.P.A.; Writer, Fla. Project in Applied Economics, 1942-44; Asst. Prof. 1945-50, Assoc. Prof. 1950-52, and Prof. of Ed. since 1952, Coll. of Ed., Univ. of Fla. On leave 1956-57 as Lecturer in Sec. Ed. in India, Fulbright Award. Chm., Com. on Teaching Load 1933-34; Chm., CTD 1934-36; Pres., Mu State, Delta Kappa Gamma 1936-38. Awarded Medallion of Honor for Distinction in Ed. by FSCW Alumnae Assn., 1936, and selected by Mu State, Delta Kappa Gamma for its Achievement Award, 1938.

Ormond, J. A. Exec. Com. 1906-07
Served as principal at Jensen in 1904 and at Windsor and Marianna.

Ottoway, J. M. FSTA Exec. Com. 1887
Served as teacher in Gainesville.

Owens, T. H. Exec. Com. 1904-06
Co. Supt. of P.I., Columbia Co., Lake City 1902-.

Owens, W. B. Treas. 1913
Served as principal of Central Sch., Miami, and of Miami H.S.

Padgett, B. J. Exec. Com. 1922
Prin. Macclenny Schools.

Palmer, H. N. FSTA Cor. Secy. 1892
Served as principal at Manville (Putnam Co.)

Palmer, J. Q. Exec. Com. 1910
Co. Supt. of P.I., Duval Co., Jacksonville, 1908-1916.

Palmour, Charles E. Dir. 1947-50
Born Georgia 1909. B.S., Univ. of Fla. 1931; M.Ed., Duke Univ. 1939. Tchr., Sumter Co. H.S. 1931-33; Prin., McIntosh 1933-35; Citra 1935-41; U.S. Navy 1941-46; Prin., Reddick 1946-55; Sidney Lanier Elem. Sch., Gainesville since 1955. Pres., Marion CEA 1947-48; Pres., Alachua Co. Prin. Assn. 1956-58.

Park, James Holt Dir. 1929-33
Born Georgia 1899. A.B. 1921 and M.A. 1931, Univ. of Ga. Instr., North Ga. A. & M. Coll., Dehlonega 1921-22; Supt., Louisville, Ga. Schools 1923-24; Prin., Ballast Point Sch., Tampa 1924-25; Supv. Prin., Orlando Schools 1925-32; in private business in Kingsport, Tenn. since 1933. Gen. Chm., FEA annual mtg. 1928 and 1930.

Parkinson, John B.
FSTA Rec. Secy.-Treas. 1893-94
FSTA Exec. Com. 1895-96
Born Ohio 1865. Instr., Fla. Agr. Coll., Lake City 1883; Co. Supt. of P.I., Volusia Co. 1897-1900; thereafter, Prin., DeLand H.S.; admitted to Bar in 1893 and practiced law in Daytona; served as mayor of Daytona. Member of the Fla. Legislature and Fla. State Guard. Deceased 1908.

Pasco, Frederick
FSTA Pres. pro tem 1887
Pres. 1888, 1889
Born in Canada; Grad. of Harvard Univ.; held a doctor's degree. Entered the ministry; thereafter, Prin., Duval H.S., Jacksonville; Co. Supt. of P.I., Duval Co. to 1897; Pres., Deaf and Blind School; Instr., East Fla. Seminary, Gainesville. Resumed the ministry and became secretary of the Southern Methodist Conference and editor of Wesleyan Florida Christian Advocate. Deceased 1915.

Patterson, John P.
FSTA Exec. Com. 1887, 1892
Chm. Exec. Com. 1892
FSTA Pres. 1893
Prin., Pensacola 1887. Elected FEA president in 1892 but did not serve in this office because he left the state. Deceased 1895.

Fatton, Lucile Exec. Com. 1911
Served as teacher in New Smyrna.

Pearson, I. T. Exec. Com. 1919-21
Born Georgia 1887. A.B., Emory Univ. 1908; M.A., Peabody Coll. 1935; Ed.D., Fla. Southern Coll. 1935. Tchr. in Ga. and

La. for 4 years; Prin., Brooksville, Eustis, Homestead, and Central Elem. Sch. and Merritt Jr. H.S., Miami to 1925; Dir. of Instr., Dade Co. Schools 1925-48. Retired 1948. Chm., Neurology Com. 1936-37; Chm., Resolutions Com. 1937-38.

Peel, James C. Exec. Com. 1927-29
Born N. Car. 1896. A.M., Univ. of N.C. 1920. Tchr., Leon H.S., Tallahassee 1920-23; Prin., Sarasota 1923-29; Prof. of Ed. and Dean, Fla. Southern Coll. 1930-57.

Perry, S. J. FSTA Vice-Pres. 1888
Served as county supt. of public instruction in Madison County.

Persons, E. G. FSTA Vice-Pres. 1888
Co. Supt. of P.I., Columbia Co., Lake City 1893-.

Petteway, Mrs. Palmer L. Dir. 1946-50
Born Georgia 1906. Normal Diploma, Ga. State Coll. for Women 1926; B.S., Tampa Univ.; grad. study at Univ. of Fla., Mercer Univ., FSU, Mills Coll., and Purdue Univ. Tchr., Roosevelt Elem. Sch., Tampa since 1930. Pres., Tampa Branch, A.C.E. 1938, Hillsborough CEA 1947, and Hillsborough Co. CTA; on leave 5 months in 1947 to serve as coordinator, Hillsborough Co. Citizens Com. to Study School Needs; Pres., Kappa Chap., Delta Kappa Gamma 1949-51; Chm., Neurology Com. 1950-51; Chm., CTD 1951-52; Fla. Tchr. Ed. Adv. Council 1951-52; NEA Dir. for Fla. 1952-55; Fla. Elem. Curric. Council 1953-56; Southeast Reg. Dir., CTD-NEA 1954-57; Co-chm., TEPS Com. 1957-58.

Phillips, H. S. FSTA Secy.-Treas. 1900
Instr., East Fla. Seminary 1898-1900; thereafter Prin., Gainesville and Dade City. Later practiced law in Tampa.

Phillips, Mrs. Louise Tucker
FSTA Exec. Com. 1887; 1896
FSTA Vice-Pres. 1895
Attended organization Mtg. in DeFuniak Springs. Tchr., Tampa H.S. 1887; Tchr. in Jacksonville for 9 years; at Central Grammar Sch., Jacksonville to 1934. Deceased 1934.

Phillips, O. K. Dir. 1955-57
Born Mo. 1897. B.S. in Ed., Southeast Mo. State Coll. 1920; M.A., Univ. of Mo. 1927. Tchr., Mo. rural schools 1917-19; H.S. Prin. in Mo. 1920-44; Prin., Ft. Lauderdale H.S. 1944-47; Co. Supt. of P.I., Broward Co. 1952-57; Supv. Prin., Clewiston Schools since 1957.

Phillips, Shelton FSTA Exec. Com. 1897-1901
FSTA Pres. 1902
Exec. Com. 1909-10
Treas. 1915

Born Alabama 1864. Grad. of Abbeville Acad. (Ala.) 1882. Tchr., Abbeville for 2 years; Cottdale, one year; Levy Co. 3 years; Co. Supt. of P.I., Levy Co., Bronson 1888-1908; Prin., Williston 1909-12; State Rural Sch. Inspector 1913-19; State Dir. of Voc. Ed. 1919-23; thereafter in life insurance business. Organized short courses in teacher training in Levy County and developed the county schools into one of the first graded systems in Fla. Elected to Fla. Legislature in 1925 and 1927. Deceased 1937.

Phipps, Mrs. Dorothy L.**Dir. 1948-51**

Born Ill. 1903. A.B. 1923 and B.S. 1924, Univ. of Minn.; M.A., Univ. of Fla. 1941. Tchr. in Wisc. 1924-25; Demonstration Sch., Univ. of Minn. 1927-28; Gainesville H.S. 1925-27 and since 1928. Pres., Gainesville group, Phi Beta Kappa 1935-36; Pres., FEA Mtg. Dist. V, 1950-51; Chm., Ethics Com. 1951-53; Pres., Delta Chap., Delta Kappa Gamma 1953-55. Served also as secretary of FEA Mtg. Dist. V and as president of Alachua Co. CTA.

Poole, Eva Llewellen**Exec. Com. 1914**

Born 1877. B.Ped., Chattanooga Normal Sch. 1900; A.B., Douglas Normal Sch. (Ga.) 1902; B.A., Emory Univ. 1925. Tchr. in Ga. 1902-05; Instr., Scarritt Coll., Nashville, Tenn. 1905-07; Tchr., Gainesville 1907-13; Prin., Quincy Elem. Sch. 1913-20; Dean of Women, Fla. Southern Coll. 1920-22; Tchr., Miami Sr. H.S. 1925-47.

Poppell, Edward R.**Exec. Com. 1919**

Born Florida 1877. Grad. of Ga. Normal Sch. 1901; A.B.E., Univ. of Fla. 1930. Tchr. in Ga. and Fla. schools 1896-1909; Prin. in Alachua Co. 1910; Carrabelle 1914; Co. Supt. of P.I., Bradford Co. 1917-21; in private business in New Smyrna, 1923-26; Supv. Prin. in Marion and St. Johns counties 1926-44. Retired 1944. Tchr., Yulee Sch. 1945-47.

Prance, Jack**Dir. 1956-**

Born Georgia 1915. A.B., Mercer Univ. 1935; M.Litt., Univ. of Pittsburgh 1947. Prin., Chauncey, Ga. 1935-36; Tchr., Camilla, Ga. H.S. 1936-37; Tchr., DCT Coord., & Coach, Avondale Estates, Ga. H.S. 1937-41; Tchr., Miami Beach H.S. 1941-42; military service 1942-46; Dean of Boys 1946-49, and Asst. Prin. and Acting Prin. 1949-50, Miami Beach H.S.; Prin., Ponce de Leon Jr. H.S., Coral Gables 1950-57; Dir., Personnel and Payroll Depts., Dade Co. B.P.I. since 1957. Chm., Credentials Com. 1957-58.

Pratt, Dorothy Irene**Dir. 1930-34**

Born N.Y. 1894. A.B., Rollins Coll. 1925; A.M., Teachers Coll., Columbia Univ. 1933; add. grad. study at Columbia Univ. Tchr. in Pa. 1915-16; Tchr. 1916-18 and Prin. 1918-25, Orlando; Dir. of Elem. Ed., Tampa Schools 1925-32; Tchr., Winter Park H.S., and Critic Tchr., Rollins Coll. 1933-34; Adj. Prof. of Ed. 1934-38 and Assoc. Prof. of Ed. since 1938, Randolph-Macon Woman's Coll.; concurrently Supv. of Elem. Ed., Lynchburg, Va. 1941-44; Asst., summer workshop in ed., Univ. of Miami 1941 and 1942; extension teaching, Univ. of Va. 1949 and 1951-53.

Pringle, R. S.**FSTA Vice-Pres. 1888**

Served as county supt. of public instruction in Alachua County, Gainesville.

Pritchard, Joyce**Dir. 1940-41**

Born Florida. A.B., FSCW. Primary Tchr., Tampa; Critic Tchr., Demonstration Sch., FSCW; subsequently became associated with a textbook publishing company. Pres., Tampa Tchrs. Club 1937; thereafter served as president of Hillsborough Co. Tchrs. Federation and on State Textbook Rating Com.

Pritchard, S. W.**FSTA Pres. pro tem 1886****FSTA Chm. Exec. Com. 1886**

Prin., Haines City 1886-87.

Ramsey, Mrs. Nelle (J. Reid)**Exec. Com. 1928-29**

Born Tenn. 1880. A.B. 1900, Peabody Normal Sch. (Tenn.); grad. work at Univ. of Texas, Columbia Univ., and Univ. of Fla. Served for many years as English teacher, girls' adviser, and coach of dramatics, debate, and girls' basketball at Hillsborough H.S., Tampa; faculty member of the Univ. of Fla. for 6 years. Served as president of Tampa Tchrs. Club; as education chairman of Fla. Fed. of Women's Clubs; and on state committee to compile Fla. Tchrs. Code of Ethics. Deceased 1953.

Ray (Rae), Robert M.**FSTA Rec. Secy. 1886****Exec. Com. 1906**

Born Ky. 1859. Grad. of Clinton Coll. (Ky.) and Washington Univ. of St. Louis. Tchr., Dade City 1886; Prin., Bronson 1899; Co. Supt. of P.I., Pasco Co.; Prin., Plant City 1900-12; Lee Sch., Tampa 1912; Wilson Jr. H.S., Tampa 1916-. Attended organizational meeting of Fla. St. Tchrs. Assn. in DeFuniak Springs in 1886. Deceased 1925.

Reese, Pauline**Vice-Pres. & Pres. 1911**

Tchr. and Prin., Pensacola 1888-1939—51 yrs. service, including 30 yrs. as prin. at A. V. Clubbs Sch. when she retired in 1939. Served as FEA president upon the death of Asa B. Clark.

Rickards, James S.**Exec. Secy. 1929-49****and Editor The Journal**

Born Ind. 1883. A.B., DePauw Univ. 1908; grad. study at Peabody Coll. and Univ. of Fla. Newspaper and magazine reporter and editor, and Chautauqua speaker prior to coming to Fla. H.S. Prin. in Ind. 1908-12; Instr., Ark. State Normal Sch. 1912-13; Prin., Ft. Lauderdale H.S. 1913-17; Secy., Broward Drainage Dist. 1917-29; Supt. of P.I. Broward Co. 1920-29; FEA Exec. Secy. and Editor of The Journal 1929-49. Chm. FEA Dept. Co. Supts. 1924; NEA Dir. for three years. Honored by FEA Dept. Classroom Teachers in 1936 for untiring and inspired leadership, declaring "a master builder is one who can and does inspire others to serve to the best of their ability." Chm. Adv. Com. on Finance, Fla. Citizens Committee on Education 1946-47. Deceased 1949.

Rickelsen, J. E.**Exec. Com. 1920**

Prin., Bradenton 1918-20.

Ridenhour, Lillian**FSTA Exec. Com. 1898-1900**

Tchr., Fernandina 1894; Leesburg 1895; Prin. Bronson School; Prin. Riverside Elem. School, Jacksonville.

Rivers, T. M.**FSTA Treas. 1897**

Served as principal at Waukeenah and Hawthorne.

Roberts, E. W.**FSTA Vice-Pres. 1888**

Served in schools of Santa Rosa County.

Robinson, Ernest L.**Exec. Com. 1917****Pres. 1930-32****Vice-Pres. 1932-33**

Born Conn. 1872. A.B. 1894 and M.A. 1901, Yale Univ.; Ed.D., Fla. Southern Coll. 1936; add. grad. work at Harvard Univ. and Columbia Univ. H.S. Tchr. in Conn. 1894-1902; Civil Engr. in Ariz. 1902-07; Prin., Lee Elem. Sch., Tampa 1907-09;

Hillsborough H.S. 1909-25; Dir. of High Schools, Hillsborough Co. 1925-33; Co. Supt. of P.I., Hillsborough Co. 1933-45. Retired 1945. Chm., Continuing Ed. Council 1933-46; Fla. Com., Southern Assn. of Coll. and Sec. Sch. 1916-33.

Roemer, Joseph Exec. Com. 1922-24
Chm. Exec. Com. 1923-24
Pres. 1925

Born Ky. 1884. A.B., Univ. of Ky. 1914; M.A. 1915 and Ph.D. 1919, Peabody Coll.; LL.D., Tampa Univ. Prin., Peabody Demonstration Sch. 1914-15; Instr., Houston State Tchrs. Coll. 1916-20; State H.S. Inspector for Fla. and Prof. of Sec. Ed., Univ. of Fla. 1920-31; Dir., Peabody Demonstration Sch. 1931-36; Dean, Peabody Coll. 1936-48; Dir. of Tchr. Trg., U.S. Zone of Occupied Germany 1948-52; Prof. of Elem. Ed., McMurry Coll., Abilene, Tex. 1952-55. Exec. Secy. Com. on Sec. Ed. of Southern Association; Chm. Fla. Com. of Sou. Assn. of Colleges and Sec. Schools 1925-29; Author and co-author of many education texts. Deceased 1955.

Rogers, W. S. FSTA Exec. Com. 1897-99
Served in the Carrabelle School.

Russell, A. J. "Father of the FEA"
Born in Virginia in 1831 and graduated from Anderson Seminary. Became an architect and engaged in construction business in Charleston, S. C. from 1852 to 1859, when he moved to Lake City and later to Jacksonville. During the Civil War served in the Confederate States Army. Was elected a member of the Jacksonville City Council in 1874, a member of the Duval County Board of Public Instruction two years later, and county supt. of public instruction in 1877. Appointed state supt. of public instruction in 1884 and served until 1893. As the man most responsible for the organization of the Florida State Teachers Assn., the forerunner of the Florida Education Assn., and as the only Florida educator to date for whom there is a printed biographical volume, he can well be called the "Father of the FEA."

Russell, Absolom McKinney Curry
FSTA Exec. Com. 1902-04
Pres. 1906
Treas. 1910

Born Georgia 1851. Attended Emory College, Oxford, Ga., and was ordained a Methodist minister. Served as teacher in Worth County, Ga. In 1879 was assigned as an accountant for the Joint Committee of the Fla. Legislature to examine the books of the state comptroller and treasurer. Became pastor of Brooksville Methodist Church in 1880. Served as county supt. of public instruction in Hernando County, 1882-84 and 1893-1909. Became editor of the Brooksville newspaper, *Southern Argus*; served one year as mayor of Brooksville, 3 years as president of the Town Council, and 5 years as postmaster. In 1912 became a candidate for state supt. of public instruction on the platform of free textbooks for schools, but withdrew from the race because of illness. Served as member of the committee which formulated laws for state uniform examination of teachers. While county supt., established the free county textbook system in Hernando County. Served for 2 years as president of the State Student Help Fair until it was merged with the Fla. State Fair Assn. Deceased 1912.

Russell, W. H. Pres. 1907
Treas. 1910
Exec. Com. 1911-13

Born N.Y. 1854. A.B. 1875, M.D. 1877, and M.A. 1878, New York Univ. Practiced medicine for 12 years. Tchr., Marion, Citrus, and Bradford counties 1890-1916; Prin., Fernandina 1916-18.

Rutherford, Mrs. Mattie V. (R. B.)
Exec. Com. 1906
Vice-Pres. 1907, 1912

Born Ind. 1872. Professional training in Indiana. Tchr., St. Augustine 1892-96; Prin., 1897-1931, of Jacksonville school which bears her name. Was influential in introducing the teaching of music and physical education into Duval County schools. Died 1931.

Rutherford, R. B. Exec. Com. 1911
Pres. 1932-33
Vice-Pres. 1933-34

Born 1870. B.A. and M.A., Univ. of Mich. Grad. work at Ohio State Univ., Univ. of Chicago, Univ. of Calif., Univ. of Oregon, and Northwestern Univ. Connected with Jacksonville Schools for more than 36 yrs.; Tchr. and Prin. Duval H.S. 1897-1928; Co. Supt. of P.I. for Duval Co. 1928-33. FEA Finance Com. 1898; Pres. FEA Mtg. Dist. VI, 1931-32; Pres. Duval Ed. Assn. Vice-Pres. NEA 1926-28; Mmb. Finance Com. 1930 and later Adv. Com. of NEA. Contrib. Editor Natl. Geog. Society. Pres. of FEA when Cont. Ed. Council was organized. Deceased 1935.

Salley, Nathaniel M. Exec. Com. 1914, 1927-29
Chm., Exec. Com. 1928, 1929
Dir. 1934-38

Born S. Car. 1876. A.B. 1897 and Litt.D. 1933, Wofford Coll.; add. study at Columbia Univ. 1902, U. of Chicago 1907, U. of Wisc. 1913, 1917, 1922. Tchr. and Prin. in S. C. schools 1897-1905; City Supt. of Schools, Laurens, S. C. 1905-06; Greenwood, S. C. 1906-10; Dean, School of Ed., FSCW 1910-37. Retired as Dean Emeritus. Vice-pres., Deans of Ed. in State Universities & Land Grant Colleges, 1927; Chm., Tchr. Trg. Section, FEA 1934. Deceased 1951.

Sarra, Lamar Dir. 1936-39

Born Pensacola 1904. B.S. and LL.B., Univ. of Fla. 1930; admitted to Fla. Bar in 1930. Tchr. & Ath. Dir., Gainesville H.S. 1927-30; Plant H.S., Tampa 1931-37; Prin., Washington Jr. H.S., Tampa 1937-39; law practice in Tampa 1939-41 and 1946-48; U.S. Army 1941-46; Vice-Pres. & Gen. Counsel for a Fla. theatre corp. since 1948. Continuing Ed. Council since 1939; Pres., Univ. of Fla. Alumni Assn. 1951-52; State Adv. Council on Ed. since 1953; Community College Council since 1955; Chm., Governor's School Construction Com. 1955-57. Author of *Football Plays for Boys*, *How to Play Better Baseball*, and *How to Play Better Basketball*.

Schwalmeier, Maud Vice-Pres. 1904

Born Va. 1863. Grad. of Cook Co. Normal Sch., Chicago 1886; add. study at Univ. of Chicago and Columbia Univ. Tchr., Prin. of Primary Grades for 10 years, and Primary Supv., Bartow for 15 years; Asst. Prof. of Ed., FSCW 1912-35. Served extensively as consultant, lecturer, etc., particularly in the areas of methods, psychology, storytelling, and Bible. Served on

- Fla. Courses of Study Committee; developed first methods course for elementary teacher training; wrote the first law for professional certification. Served on editorial staff of *Southern Education Journal*. Awarded honorary membership in Kappa Delta Pi. Deceased 1937.
- Scott, G. F.** Exec. Com. 1905
Born Mich. Grad. of Middle Ga. Coll. 1893. Prin. of high schools in Nassau and Bradford counties; Methodist Minister, Bradford Co.; Co. Supt. of P.I., Bradford Co., Starke 1902; Instr., Fla. Southern Coll. 1920-45. Retired 1945.
- Scruggs, William M.** Exec. Com. 1926-28
Born Florida 1893. Attended the Univ. of Fla. Tchr. in Wakulla, Madison, Alachua, and Jefferson counties. Co. Supt. of P.I., Jefferson Co., Monticello 1921-29. Thereafter engaged in agriculture.
- Sealey, R. M.** Exec. Com. 1918-20
Vice-Pres. 1923
Pres. 1925
Exec. Secy. 1927-28
and Editor *The Journal*
Born Florida 1888. Attended Univ. of N.C.; A.B., Univ. of Fla. 1911; grad. study at Columbia Univ.; A.M., Peabody Coll. 1925. Tchr., Live Oak 1908; Prin., Ft. Myers 1911-16; Tallahassee 1917-23; State H.S. Inspector 1925-27. Served as president of Natl. Assn. of H.S. Inspectors and Supervisors. Deceased 1928.
- Seay, John W.** Dir. 1952-55
Born Georgia 1913. A.B. 1936 and M.A.E. 1950, Univ. of Fla. Tchr. & Coach, Summerfield 1936-37; Reddick 1937-42; Coach, Gainesville H.S. 1942-43; Prin., Ocala H.S. 1943; U.S. Army 1943-46; Dir. of Instruction, Marion Co. since 1946. Chm., DSCD 1954-55; Chm., Ethics Com. 1956-57.
- Sewell, Mrs. Evelyn E.** Dir. 1957-
Born Ala. 1910. Undergrad. study at Tenn. Wesleyan Jr. Coll.; A.B., Stetson Univ. 1946; grad. work at Univ. of Fla. Tchr. in Ala. 1935-38; Ortega Elem. School, Jacksonville since 1940. NEA Citizenship Com. 1949-50; Rec. Secy., CTD 1951-52; Pres. Duval Co. A.C.E. 1952-53; Chm., CTD 1956-57; Fla. Tchr. Ed. Adv. Council 1956-57; Trustee, Fla. Tchrs. Retirement System 1957; Chm., Ethics Com. 1957-58.
- Shealy, H. G.** Exec. Com. 1928-29
Prin., Anthony 1916-17, Citra 1917-18, Ocala 1918-22; Supt., Marion Co. B.P.I. 1921-29.
- Sheats, W. N.** FSTA Exec. Com. 1892-95
Exec. Com. 1912-13
Born Georgia 1851. A.B. 1873 and A.M. 1876, Emory Univ.; LL.D., Stetson Univ. 1913. H.S. Prin. in Fla. 16 years; Co. Supt. of P.I., Alachua Co., Gainesville for 12 years; State Supt. of P.I. 1893-1905 and 1913-22. Served as delegate to the Fla. Constitutional Convention in 1885 and was author of the article in Constitution pertaining to education. Deceased 1922.
- Sheeley, Loran L.** Dir. 1953-56
Born Ohio 1907. A.B.E. 1936 and M.A.E. 1940, Univ. of Fla. Prin. in Fla. rural schools 1927-35; Jr. H.S. Tchr. and Dean of Boys, Miami 1936-42 and 1944-45; USNR 1942-44; Prin., Fulford Elem. Sch., North Miami Beach 1945-47; Prin., Kinloch Park Jr. H.S., Miami 1947-53; Prin., Miami Jackson H.S. since 1953. Pres. 1951-52 and Vice-Pres. 1952-53, FEA Mtg. Dist. X; Chm., Com. on Ed. TV 1957-58.
- Sheppard, C. R. M.** Exec. Com. 1918
Pres. 1922
Born Florida 1885. Attended State Normal Coll., DeFuniak Springs, and Abbeville Normal Sch. (Ga.); Grad. of Macon Business Coll. Tchr., Holly Hill 1907-12; Co. Supt. of P.I., Volusia Co., DeLand 1913-23; resigned superintendency to enter private business. Deceased 1935.
- Simmons, Glenn Ballard** Exec. Com. 1929-30
Dir. 1940-41
Pres. 1941-42
Vice-Pres. 1942-44
Born Florida 1897. A.B. 1922 and M.A.E. 1929, Univ. of Fla.; Ph.D., Johns Hopkins Univ. 1933. Supv. Prin. Panama City 1922-25; Brooksville 26-27; Tallahassee 1927-28; Asst. Prof. 1928-29, Assoc. Prof. 1929-35, and Prof. of Ed. since 1935; Dir. Lab. Sch. 1935-41; Asst. Dean 1928-41; Acting Dean 1941-49 Coll. of Ed., Univ. of Fla.; Head, Dept. of Off-Campus Instr., Univ. of Florida since 1949. State Coord. of Tchr. Recruitment since 1951; Chm., Tchr. Recruitment Com. 1951-58. Mbr. Cont. Ed. Council 1941-42. Mbr. Advisory Com. on Educational Organization and Administration, of Citizens Com. on Ed.
- Simmons, J. W.** Exec. Com. 1907-09
Prin., Orlando 1907-20.
- Simpson, A. A.** FSTA Secy. 1901, 1902
FSTA Exec. Com. 1903
Prin., Kissimmee 1903-.
- Smiley, Mrs. S. F.** FSTA Secy.-Treas. 1892
Tchr. at Gaiter.
- Smith, B. Othanel** Exec. Com. 1929-30
Born Fla. 1903. B.S., Univ. of Fla. 1925; M.A. 1932 and Ph.D. 1938, Columbia Univ. H.S. Tchr., Panama City 1925-26; Brooksville 1926-27; Prin., Leon H.S., Tallahassee 1927-28; Supv. Prin., Tallahassee 1928-30; Asst. Prof. of Ed., Univ. of Fla. 1930-37; Assoc. Prof. of Ed. 1937-45 and Prof. of Ed. since 1945, Univ. of Ill. Assoc. Editor, *Curriculum Journal* 1935-43; Contrib. Editor, *Frontiers of Democracy* 1943; Editor, *Progressive Education* 1947-51; Pres., Natl. Soc. of Coll. Tchrs. of Ed. 1949; Pres., Philosophy of Ed. Soc. 1957. Author of *Logical Aspects of Ed. Measurement; Improvement of Practical Intelligence; Social Foundations of Ed.; Fundamentals of Curriculum Development*.
- Smith, Joseph G.** FEA Dir. 1944-48
Born Georgia 1888. B.S.A., Univ. of Fla. 1923. Tchr., Sebring H.S. 1923-25; Plant City H.S. 1925-28; Tchr. and Dir. of Agr. Ed., Hillsborough Co. 1929-43; Area Supv., Agr. Ed., Univ. of Fla. since 1943. Pres., Fla. Agr. Tchrs. Assn. 1932-33; Dir., Southern Regional Conf. of Supv. & Tchr. Trainers 1954-57. Designated Honorary State Farmer by Fla. Assn. of FFA, 1933.
- Smith, Robert M.** FSTA Secy. pro tem 1886
FSTA Exec. Com. 1886
Tchr., Orange Co. 1884; Orlando 1885-87. Served as secretary of the Orange Co. Tchrs. Assn.

Spaulding, Frederic H. Dir. 1929-33

Born Maine 1892. A.B., Bates Coll.; M.Ed., Harvard Univ.; Ed.D. (Honorary), Tampa Univ. Tchr. and Prin. in Massachusetts schools; Prin., Hillsborough H.S., Tampa 1925-31; Pres., Tampa Jr. Coll. 1931-33; Pres. Univ. of Tampa 1933-37. Delegate World Fed. Ed. Assn., Geneva 1929. Pres. Fla. H.S. Music Assn.; Dir. Tampa Art Inst.; Pres. Tampa Schoolmasters Club. Mbr. original Retirement Com. 1927.

Stapleton, Jon L.

Dir. 1949-52

Pres. 1953-54

Vice-Pres. 1954-55

Born Greenwood 1911. A.B.E. 1933 and M.A.E. 1941, Univ. of Fla. Tchr., Campbellton 1933-35; Prin., Cottontale 1935-40; Port St. Joe 1940-41; Graceville 1941-46; Supv. Prin., Marianna since 1946. Dir., DSSP 1951-54; Chm., Resolutions Com. 1956-57; State Textbook Rating Com. 1957-58.

Stevens, Andrew J. (Jack)

Asst. Exec. Secy. 1950-

Born Florida 1911. L.I. 1932, BSE 1938, and M.A. 1940, Univ. of Fla. Tchr. Jackson Co. 1932-34; P. K. Yonge Lab. Sch. 1938-39; Prin. Jackson Co. 1934-38 and 1940-42; Supv. Jackson Co. 1942-48. Field Supv. of Instr., State Dept. of Ed. 1948-49; Asst. Exec. Secy. FEA from 1950. Mbr. Exec. Board FEA Dept. of Supervisors; Treas. Fla. Council Elem. Ed.

Stevens, Nellie C. Exec. Com. 1912; 1922-24

Vice-Pres. 1913

Served as principal of Ocala Primary School for many years and as teacher at the Industrial School for Girls in Ocala until her death in 1934.

Stone, Mode Lee

Dir. 1937-40; 1949-51

Pres. 1956-57

Vice-Pres. 1957-58

Born Fla. 1902. A.B., Univ. of Fla. 1928; M.A., Columbia Univ. 1935; Ph.D., Peabody Coll. 1941. Prin., Leon H.S., Tallahassee 1928-37; Curric. Adviser 1937-39, and Dir. of Instr. 1939-42, State Dept. of Ed.; U.S. Navy 1942-45; Prof. of Sch. Adm. 1947-52, Assoc. Dean 1952-56, and Dean since 1956, School of Education, FSU. Chm., Com. on Ways & Means of Financing Hqrs. Bldg. 1948-55. Chm., Special Gifts Com. 1955-56; Fla. Tchr. Ed. Adv. Council 1956-57; State Scholarship Com. 1950-57.

Streator, J. M. FSTA Exec. Com. 1889, 1892

Prin., Ocala 1888-92; Instr., Bethany Coll. 1900.

Stripling, Robert O.

Dir. 1954-57

Born Ala. 1915. B.A.E. 1939 and M.A.E. 1942, Univ. of Fla.; Ed.D., Columbia Univ. 1952. Tchr., Sneads 1939-40; Leon H.S., Tallahassee 1940-41; Counselor, Child Guidance Clinic, and Core Tchr., P. K. Yonge Laboratory Sch., Univ. of Fla. 1941-43; Adm. Asst. and Instr. War Training Prog., Univ. of Fla. 1943-44; USNR 1944-46; Counselor 1946, Asst. Prof. of Curric. Research 1946-47, Asst. Prof. of Ed. 1947-52, Assoc. Prof. of Ed. 1952-55, and Prof. of Ed. since 1955, College of Ed., Univ. of Fla. Pres., Univ. of Fla. Chap., Phi. Delta Kappa 1949; Chm., Com. on Ed. TV 1954-55; Chm., Com. on Job Classification for FEA Personnel 1954-55; Chm., Budget Com. 1954-56; frequent contributor to professional journals.

Stuart (Stewart), James Mondel

FSTA Exec. Com. 1886

Pres. 1891

Born Florida 1863. Grad. of Emory Coll. Oxford, Ga. 1884. Tchr. in institute for Negroes in Gainesville, summer, 1884; Tchr. in private school, Columbus, Ga. 1887-88; Prin., Marianna 1888-; Instr., Fla. Agr. Coll., Lake City 1891-; Prin., Perry 1901-03; Key West 1903-05. Attended the organizational meeting of the Association in DeFuniak Springs in 1886; developed examination questions for the "Flying Squadron"; and conducted summer institutes in Marion, Jefferson, and Manatee counties. Deceased 1906.

Stuart, George M. FSTA Secy.-Treas. 1891

Served in Anthony School.

Sullivan, Kate

Vice-Pres. 1916

Born Tallahassee 1879. Attended FSCW and Univ. of the South, Sewanee, Tenn. Tchr., Tallahassee 1902-48. Retired 1948. Deceased 1953.

Swyers, Howard B.

Dir. 1957-

Born Pa. 1911. B.S. 1935 and M.A. 1951, Murray State Coll.; add. grad. study at Carnegie Tech. and Univ. of Pittsburgh. Tchr. in Pa. schools 1935-42; Assoc. Prof., Murray State Coll. 1942-44; Tchr., Palm Beach H.S. since 1944. Pres., Fla. Orchestra Assn. 1951; Pres., Fla. Bandmasters Assn. 1953; Pres., Palm Beach Co. CTA 1956-57; Pres., FEA Area XI, 1956-57; Chm., Music Section, FEA (FMEA) 1957-.

Tedder, George W.

Exec. Com. 1909-10

FEA Pres. 1918

Born Florida 1880. Attended Abbeville Normal Sch. (Ga.). Tchr., Cabbage Grove 1898; Oak Grove 1900; Oneco 1900-02; Asst. Prin., Madison 1903-04; Co. Supt. of P.I., Madison Co. 1905-21; resigned superintendency to enter practice of law and served as circuit court judge, Ft. Lauderdale, from 1929 to 1955. Retired 1955.

Teeter, Lottie

Vice-Pres. 1915

Served as teacher in Alachua.

Treloar, William Butler

Dir. 1936-39

Born Ohio 1892. Undergrad, study at Coll. of Wooster; A.B., Greenville Coll. 1919; M.A., Ohio State Univ. 1924. H.S. Prin. and Supt. of township schools in Ohio 1912-18 and 1919-26. U.S. Army 1918-19; Supv. Prin., Leesburg 1926-33; Supv. Prin., Mainland System, Daytona Beach 1933-57; Coord. of Ed., Volusia Co. since 1957. Pres., N.E. Ohio Ath. Assn. 1923-24; Pres., Trumbull Co. (Ohio) Ed. Assn. 1923-24; Chm., DSSP 1927-28 and 1947-48; Dir. 1928-34 and Pres. 1934-40, Fla. H.S. Ath. Assn.; Natl. Council for Natl. Honor Soc. 1946-51.

Turner, M. J.

FSTA Secy. 1895

Served as teacher in DeFuniak Springs; resigned to take up study of law.

Turner, Robert B., Jr.

Pres. 1952-53

Vice-Pres. 1953-54

Born Pa. 1914. A.B., Univ. of Miami 1935; M.A., Peabody Coll. 1948; add. grad. work at FSU. Tchr., Dade Co. 1935-40; U.S. Army 1940-45; Dean, Miami Edison Jr. H.S. 1945-47; Miami Jackson Sr. H.S. 1947-49; Coral Gables Sr. H.S. 1950-53; Prin., Kinlock Park Jr. H.S. 1953-56; Dir. of Personnel & Payroll, Dade Co. 1956-57; Dir. of Jr. High Schools, Dade Co. since

1957. Pres., Dade Co. CTA 1951-52; Vice-Pres. and Dir., Dade Co. Tchrs. Fed. Credit Union 1953-56; Chm., Resolutions Com. 1954-55; Chm., Program Action Com. 1955-57; Jr. H.S. Study Com., Southern Assn. of Coll. & Sec. Sch. 1955-56.
- Turner, Robert L.** FSTA Exec. Com. 1903-04
Treas. 1904, 1905
Secy. 1911-22
Exec. Com. 1925
Born 1872. Attended Jasper Normal Inst. and Stetson Univ. Co. Supt. of P.L., Citrus Co., Inverness 1900-14; State Elem. Sch. Inspector 1915-.
- Turschwell, Mrs. Mary Ansley**
FEA Dir. 1951-54
Born Georgia 1903. A.B., Coker Coll. 1925; M.A., Peabody Coll. 1934. Tchr., Jr. and Sr. High Schools, Ft. Myers 1925-53; Visiting Tchr., Lee Co. since 1953. Pres., Lee Co. CTA 1939-40; Pres. FEA Area X, 1957-58. Served also as secretary of Southwest Fla. Dist.
- Tyler, William** FEA Exec. Com. 1927-30
Chm. Exec. Com. 1930
Born Ky. 1877. Attended Ky. Wesleyan Coll. and Univ. of Ky.; Grad. of Bowling Green Business Coll. 1908. Tchr. in public and private schools in Ky., N. C., and Ga. 1898-1910; Pensacola H.S. 1910-22 and 1940-48; Co. Supt. of P.L., Escambia Co. 1922-32. Member Com. of Sixteen, 1929-31. Retired 1948.
- Van Brunt, Richard William**
FEA Exec. Com. 1918
Born Leon Co., Florida, 1875. A.B., West Fla. Seminary 1896. Tchr., Monticello 1897-99; Prin., Ocala Grammar Sch. 1900-03; Starke 1904; Chipley to 1911; Palatka 1911-16; Dade City 1916-20; Inverness 1920-25; Fernandina 1925-37; Tchr., Baker 1937-38; Laurel Hill 1938-39. Served several times as a member of the summer faculty at the Univ. of Fla. Deceased 1941.
- Varn, Josiah** Exec. Com. 1902
Born Bartow 1866. Attended Newman Male Seminary (Ga.), Leesville English and Classical Inst. (S. C.), and Univ. of Va. Served as principal at Lakeland, Jefferson Collegiate Inst., Ocala, Arcadia, and Bartow; entered the citrus business in 1903. Deceased 1930.
- Vergason, A. L.** FEA Pres. 1951-52
FEA Vice-Pres. 1952-53
Born Pa. 1900. A.B., Asbury Coll. 1925; M.A., Emory Univ. 1930; add. grad. study at Duke Univ. and Columbia Univ. Supv. Prin., Frostproof 1928-31; Bartow 1931-41; Winter Haven 1941-45; Field Supv. of Instr. 1945-46 and Supv. of Accred. & Certif. 1947-49, State Dept. of Ed.; Prof., Fla. Southern Coll. 1946-47; Dir. of Ed., Hillsborough Co. since 1949. Pres., FEA Mtg. Dist. XV, 1934-36; Pres., FEA Mtg. Dist. VII, 1950-51; Chm., Resolutions Com. 1952-53; Chm., Program Action Com. 1953-55; Chm., Insurance and Savings Com. 1956-58.
- Veenfiet, Mrs. M. L.** Vice-Pres. & Pres. 1893
Exec. Com. 1894
Served as teacher and principal in DeLand; thereafter operated a business college in Alpena, Mich. Elected vice president in 1893 and assumed the duties of the Association's president upon the resignation of that officer.
- Walker, C. P.** Exec. Com. 1894-96
Pres., State Normal Coll., DeFuniak Springs 1893-; Prin., Madison 1897.
- Walker, Judson B.** Dir. 1946-49
Pres. 1950-51
Vice-Pres. 1951-52
Born Ala. 1895. A.B. 1922 and M.A. 1924, Univ. of Fla.; add. grad. work at Columbia Univ. Prin., Galliver 1915-16; Walnut Hill 1917-18; High Springs 1922-23; Instr., Univ. of Fla., summers, 1922-28; Supv. Prin., Leesburg 1924-26; Prin., Orlando H.S. 1926-32; Co. Supt. of P.L., Orange Co. 1932-57; in private business since 1957. Gen. Chm., FEA annual mtg. 1936-37; Chm., Dept. of Co. Supts. 1937-43; Pres., FEA Mtg. Dist. VIII, 1939-42; Advisory Council, AASA-NEA 1953-56.
- Warner, Mrs. Beulah M.** Vice-Pres. 1898
Born Ky. 1872. B.A., Fla. Conference Coll., Leesburg (later Fla. Southern Coll.); B.S. and M.A., Teachers Coll., Columbia Univ. Tchr., Leesburg Elem. Sch.; Prin. (first to serve), Leesburg H.S.; Head of English Dept., Fla. Southern Coll. 1896-99; Tchr. and (later) Head, Tchr.-Trg. Dept., Duval H.S., Jacksonville 1900-; thereafter organized Concordia School, a private school for girls; later became assistant supt. of public instruction in Duval Co. Retired. A Founder, Mu State (Florida), Delta Kappa Gamma.
- Watkins, Howell L.** Dir. 1936-39
Pres. 1942-44
Vice-Pres. 1944-46
Born Georgia 1894. A.B. 1916 and M.A. 1936, Emory Univ. U.S. Army 1917 and 1918; Tchr. in Ga. schools 6 years; Prin., Ft. Myers H.S. 1923-33; Palm Beach H.S., West Palm Beach 1933-48; Co. Supt. of P.L., Palm Beach Co. since 1948. Pres., FEA Mtg. Dist. X, 1929-30; Chm., All-Principals Group 1938-39; Fla. Com., Southern Assn. of Coll. & Sec. Sch. 1946-53; Chm., Adv. Com. on Sec. and Jr. Coll. Ed., Fla. Citizens Com. on Ed. 1946-47; Fla. Delegate, Mid-Century White House Conf. 1950; Chm., Resolutions Com. 1950-51; Co-Chm., History Com. 1951-58.
- Watson, Mrs. Benella Davenport**
Vice-Pres. 1900, 1902
Exec. Com. 1901
Tchr., Orange Mills 1894-95; Summerlin Inst., Bartow 1896-1900; Instr., State Normal Coll., DeFuniak Springs 1900-05. Moved to Walla Walla, Wash. Deceased 1947.
- Waugh, C. B.** Exec. Com. 1891
Prin., Brooksville 1891; Instr., Fla. Agr. Coll., Lake City 1894 and 1898; Prin. Melrose Union Acad. 1895; Starke 1902; DeFuniak Springs 1903-.
- Weaver, W. S.** FEA Dir. 1940-44
Born S. Car. 1903. A.B., Univ. of Fla. 1928; M.A., Columbia Univ. 1932. Prin., Cottondale 1927-29; Chipley H.S. 1929-35; Bay Co. H.S., Panama City 1935-45; Clerk of Circuit Court, Bay Co. 1945-56. Retired 1957. Pres., West Fla. Dist. 1931-32; served also on Fla. Textbook Rating Com. and Fla. Courses of Study Com. Recipient of Bay Co. J.C.C. "Good Government Award," 1956. Deceased 1958.

Whitfield, Clinton Vice-Pres. 1888
Born Ark. 1845. Educated in Memphis, Tenn. Tchr., Longview, Texas 1876-78; Adamsville (Fla.) 1885-87; Co. Supt. of P.L., Sumter Co., Bushnell 1888-. Served in the Confederate Army.

Wilbur, Guy Elmer Exec. Com. 1925-28
Chm. Exec. Com. 1927
Born Penn. 1884. Attended State Norm. Sch. at Bloomsburg, Pa.; B.A., Dickinson Coll., Carlisle, Pa. 1904. First teaching position at Duval H.S., Jacksonville; Instr. in Latin, Dir. Phys. Ed., Asst. Prin. Duval H.S.; Co. Supt. of P. I. for Duval Co. 1924-28. Chm., Resolutions Com. 1926; Pres. FEA Mtg. Dist. IV 1926-28; Active in org. Fla. H.S. Athletic Assn. Mmb. NEA Legislative Com. Deceased 1928.

Wilkins, Mrs. Ann W. (McNeill) Dir. 1954-57
Born Georgia 1904. Diploma, Ga. State Coll. for Women 1924; extension work, Univ. of N. C.; A.B. 1948, M.A. 1950, and add. grad. study, Univ. of Fla. Elem. Tchr. in N. C. 1924-27; in Duval Co. 1942-57; Instr., Jacksonville Univ. evening classes for teachers, 1953; Dean, Oceanway Jr. H.S. since 1957.

Williams, Arthur FSTA Exec. Com. 1897-1902
Chm., Exec. Com. 1900
Born Presteign, Radnorshire, Wales, 1857. Educated at King Edward VI School, London, and at Cambridge University, where he earned his M.A. degree. Served as teacher of history in London Boys' School. Became a citizen of the U. S. prior to 1890. Prin., Summerlin Inst., Bartow 1894-1901; Prof. of History, Vice-Pres., and Prof. of Religion, Fla. State Coll. and FSCW 1901-35. Prof. of History, Asheville Coll. (N. C.), summers, 1925-27. Deceased 1937.

Williams, G. H. (or H. W.) Vice-Pres. 1917
Exec. Com. 1919-
Prin., Inverness 1916-18; Ft. Meade 1918-19; Dade City 1921-22.

Williams, John Franklin Dir. 1930-33
Born Monticello 1901. B.S. 1922 and M.S. 1929, Univ. of Fla.; add. grad. work at Univ. of Colo. Tchr. in Alachua Co. schools, serving as intern instructor for Univ. of Fla. trainees in vocational agriculture; Supv. of Agr. Ed., State Dept. of Ed. 1927-45. Organizer and State Adviser, Fla. Assn. of FFA. Served also as president of the Fla. Voc. Assn. and on Natl. Contest Judging Com. of FFA. Deceased 1945.

Williams, Mrs. Mary Sheppard Vice-Pres. 1927
Born Florida 1895. A.B., Stetson Univ. 1916; A.B., Peabody Coll. 1931. Tchr., Daytona Beach H.S. 1916-18; Tchr. and Asst. Prin. 1918-21 and Prin. 1921-27, Ocala H.S.; Supv. of Tchr. Trg., State Dept. of Ed. 1927-30; Tchr., Leon H.S., Tallahassee since 1942. Pres., FEA Mtg. Dist. V, 1926-27.

Williams, Ray L. Dir. 1954-57
Born Mich. 1908. A.B., Mich. State Normal Coll. 1933; M.A., Univ. of Mich. 1939. Coach, H.S. Prin., and City Supt. of Schools in Mich. 1933-46; Tchr., Ft. Myers H.S. 1946-56; Prin., Ft. Myers Jr. H.S. since 1955. Bd. of Dir., Dept. of Supts. &

Sch. Bds., MEA 1938-42; MEA Dist. Pres. 1939-40 and 1943-44; Pres., FEA Mtg. Dist. X, 1953-54; Pres. Lee Co. CTA 1954.

Williams, Roger A. Dir. 1940-42
Born S. Car. 1910. A.B., Erskine Coll. 1931; M.A., Duke Univ. 1940; add. grad. study at Univ. of Fla. Elem. Prin., Tchr., and Coach, Chipley 1931-33; Prin., Brinson, Ga. 1933-35; Bonifay 1935-42; USAF 1942-46; Prin., Apopka Memorial H.S. since 1946. Pres., FEA Mtg. Dist. I, 1940-41.

Wilson, James Thomas Dir. 1938-39
Pres. 1939-40
Vice-Pres. 1940-41
Born Miss. 1900. B.S., Miss. State Coll. 1920; M.A., Columbia Univ. 1933; Ed.D. (Hon.), Univ. of Miami 1943. Tchr. and Prin. in Miss. schools 5 years; Tchr., Lee Jr. H.S., Miami 1926-28; Prin., Homestead and Florida City schools 1928-30; Supv. Prin., Miami Beach Schools 1930-36; Co. Supt. of P.L., Dade Co. 1937-53; Pres. and Dir., The Wilson School, Miami Beach since 1953; Tchr. Miami Beach H.S., 1957-58. Chm., Com. on Cont. of Service 1940-42; Pres., FEA Mtg. Dist. XIV, 1941-46; Pres., FEA Mtg. Dist. XI, 1948-50; Gen. Chm., FEA annual mtg. 1947-48, 1949-50, and 1951-52.

Wolf, J. M. FSTA Exec. Com. 1888
Tchr. in Pensacola.

Wood, J. E. FSTA Exec. Com. 1901-02
FSTA Secy. 1904
Born Florida 1869. Attended State Normal Coll., DeFuniak Springs, and Fla. Agr. Coll., Lake City. Prin. in Suwannee Co., 1898-1900; Co. Supt. of P.L., Suwannee Co., Live Oak 1900-.

Woodham, William Jesse, Jr. Dir. 1957-
Born Ala. 1915. B.A.E. 1945, M.A.E. 1946, and Ed.D. 1951, Univ. of Fla. Asst. Prin. & Coach, Escambia Co. 1940-46; Supv. Prin., St. Cloud 1946-48; Dir. of Instr., Bradford Co. 1951-52; Co. Supt. of P.L., Escambia Co., Pensacola since 1952. Dir., Dept. of Co. Supts. 1954-55; Fla. Tchr. Ed. Adv. Council since 1954; Co-chm., TEPS Com. 1957-58; Chm., Professional Adv. Com. 1957-58. Recipient of American Legion Outstanding Citizen Award, 1954.

Woodley, O. I. Exec. Secy. 1923-24
and Editor, The Journal
Born in Canada 1863. Grad. of Michigan State Normal Sch. 1886; A.B., Albion Coll. 1901; M. Ped.; A.M., Columbia Univ. City Supt. of Schools, Sauk Center, Minn. 1889-94; Menominee, Mich. 1894-1901; Passaic, N. J. 1904-06; Pres., State Normal Sch., Fairmont, W. Va. 1909-15; Marshall Coll., Huntington, W. Va. 1915-20. Became the first salaried executive secretary of the Association; resigned in January 1925. Deceased 1931.

Workman, John Hunter Exec. Com. 1908
Pres. 1916
Dir. 1931-34

Born Tenn. A.B., Univ. of Nashville; A.M., Peabody Coll. Served as principal in Ocala for 10 years, Miami for 6 years, and Pensacola 1920-45. Retired 1945. Pres., FEA Mtg. Dist. I, 1926 and 1932-34; Com. on Sch. Needs 1933; Vice-Pres., Southern Assn. of Coll. & Sec. Sch. 1933. Deceased 1950.

Yarbrough, Thomas W. Exec. Com. 1924-27
 Born Georgia 1869. Grad. of Emory Coll., Oxford, Ga. 1888. Tchr. in La. several years; in Leon Co. 1900-04, and Jefferson Co. 1904-06; Tchr. and Prin., Bradenton, Mulberry, Trenton, and Sarasota 1906-21; Co. Supt. of P.I., Sarasota Co. 1921-46. Deceased 1946.

Yocum, W. F. FSTA Vice-Pres. 1889
 FSTA Pres. 1891
 FSTA Exec. Com. 1892
 Exec. Com. 1913

Born Ohio 1840. Grad. of Lawrence Coll.; B.D., Garrett Biblical Inst., Evanston, Ill.; later received D.D. and LL.D. degrees. Instr., Garrett Biblical Inst. for 6 years; Pres., Ft. Wayne Coll. for 12 years; subsequent to arrival in Fla. in 1888, served as principal of Summerlin Institute, Bartow, for 4 years and in Gainesville for 2

years; Pres., Fla. Agr. Coll., Lake City 1897-; thereafter held professorships at Univ. of Fla. and FSCW; Dean Normal Dept., U. of Fla. 1907-. Held first state and life certificate issued in Fla. Appointed to State Board of Examiners in 1917. Deceased 1924.

Youngblood, Joe A. Exec. Com. 1927-30
 Born Ark. 1885. A.B., Hendrik Coll. (Ark.) 1910; A.M., Vanderbilt Univ. 1912. Prin., Stuart 1915-18; Quincy 1918-19; Co. Supt. of P.I., Palm Beach Co. 1925-36; State Dir., Natl. Youth Adm. 1936-40. Pres., FEA Mtg. Dist. XI, 1928-29; Pres., FEA Mtg. Dist. XIV, 1929-36. Deceased 1940.

Yowell, C. E. Exec. Com. 1920-23
 Co. Supt. of P.I., Osceola Co., Kissimmee 1921-25. Deceased 1939.

ADDENDUM

The purpose of the Editing Committee had been to bring the history to a conclusion following the adjournment of the 1957 Legislature, and to include the total school year of 1956-57. As the work progressed, however, it became necessary to include some events which occurred in 1957-58 in order to bring up to date certain activities of committees and to outline plans and projects initiated by the Board of Directors.

The Committee was able to include in the list of officers and members of the Board of Directors those elected at the annual meeting of the Association in Miami Beach in April, 1958. The newly elected members of the Board are not included in the biographical sketches which comprise the chapter on "FEA Leaders."

APPENDIXES

- A. CONSTITUTION—1889
- B. CONSTITUTION—1950
- C. CODE OF ETHICS
- D. ANNUAL MEETINGS
- E. PRESIDENTS FROM 1886 TO 1958
- F. CHAIRMEN OF FEA DEPARTMENTS
- G. KNOWN COPIES OF OFFICIAL PUBLICATIONS

APPENDIX A

Constitution of 1889

The *Pensacola Commercial* of March 17, 1886 (see p. 4) reports that constitution and by-laws were adopted in the first meeting of the Association, while minutes of the executive committee of that year (Original Minute Book, p. 3) indicate that the secretary was ordered to prepare the constitution and by-laws adopted in 1886 for publication. There is also an item of \$13 paid to the Times Union for printing, presumably to cover this item.

At the 1887 meeting, a committee appointed to revise the constitution reported a new one which was adopted article by article. From the minutes we know that (1) it provided for membership fee because a motion prevailed in the 1887 meeting which stated that all who would pay "the fee of \$1.00 within one month from date should be considered members," and (2) it set up an executive committee of five members but by motion was amended "to increase the number of the executive committee from five to seven members." Also, the constitution was so amended in the meeting of 1888 that "the membership fee be changed to 50 cents and those having paid \$1.00 last year to be credited with 50 cents of the amount on this year."

While the minutes record these actions on the constitution, the documents have not come to light. The constitution of 1889 is apparently the first one of record. It was printed in the April, 1889 issue of the *Florida School Journal*.

CONSTITUTION OF THE FLORIDA STATE TEACHERS ASSOCIATION

Article I.

Section 1. The name of this body shall be The Florida State Teachers Association.

Article II.

Officers

Section 1. The officers of this Association shall be a President, Vice President, a Recording Secretary, a Corresponding Secretary, a Treasurer. There shall be an Executive Committee of seven members, appointed by the Chairman, including the President of the Association who shall be a member *ex officio*.

Election of Officers

Section 2. The officers of this Association shall be elected annually by a majority vote of the members present, unless otherwise provided for, and the term of office shall be one year, or until the successors are duly elected and qualified.

Section 3. The election of all officers shall be by ballot unless otherwise ordered by a 2/3 vote of the members present.

Article III.

Section 1. President. It shall be the duty of the president to preside at all meetings of the Association and sign all orders on the Treasurer.

Section 2. In case of the absence or disability of the president, the Executive Committee shall appoint one of the Vice Presidents to perform all the duties incumbent upon the president.

Section 3. Recording Secretary. It shall be the duty of the Recording Secretary to keep an accurate record of all proceedings of the Association, and read the same before the Association when directed by the president.

Section 4. Treasurer. It shall be the duty of the Treasurer to receive all funds belonging to the Association and to disburse the same upon orders drawn by the president.

Section 5. The Executive Committee shall organize, as soon as elected, by electing a chairman and a secretary, the latter shall also be corresponding secretary of the Association.

It shall be the duty of the Executive Committee to assume the management of all the business affairs of the Association, to select the time and place for the annual meetings, to arrange the programme for the same, and to call special meetings of the Association as they may deem expedient; and transact all other necessary business pertaining to the good of the Association not herein mentioned.

Section 6. Reports. The Executive Committee and all other officers of the Association shall, at each annual meeting, make a full report in writing of all the work pertaining to their respective offices.

Article IV.

Eligibility

Section 1. All teachers and county superintendents may become members of this Association by signing this Constitution. There shall be no fees or dues; all liabilities shall be met by an assessment upon the membership.

Article V.

Amendments

Section 1. This Constitution may be altered or amended by a 2/3 vote of the members present at any meeting.

Significant Changes, 1889-1950

Many constitutional changes were recorded in the minutes between 1889 and 1950, but we list only a few which have affected the long-time administration of the affairs of the Association, viz:

1. An annual membership fee of one dollar was restored in 1893, "to be paid at each annual meeting . . . and that no further fee shall be collected for any purpose."

2. According to constitution and by-laws, *revised* December, 1914 (printed leaflet), we find that "two of the elected members" of the executive committee "shall be chosen from each of the four Congressional Districts and one from the state at large."

3. The 1925 convention created district educational organizations and a State Assembly to include ex officio representatives and representatives elected in the counties according to membership in the Association.

4. The constitution accepted in 1930 was completely re-written. It set up a purpose, provided for associate membership, defined districts, created a delegate assembly, covered the nomination and election of officers, as well as the appointment of committees.

APPENDIX B

ARTICLES OF INCORPORATION
of
FLORIDA EDUCATION ASSOCIATION, INC.

(Adopted 1950, revised 1954 and 1956)

The undersigned incorporators of Florida Education Association, Inc., wishing to form a benevolent association, hereby associate ourselves together as a corporation not for profit and do hereby adopt the following Articles* of Incorporation:

ARTICLE I
NAME AND LOCATION

The name of the corporation shall be:
FLORIDA EDUCATION ASSOCIATION, INC.
and it is to be located in Tallahassee, Florida.

ARTICLE II
OBJECTIVES

The general nature of the objectives of the corporation are:
To maintain and carry on a benevolent association for the purpose of improving educational opportunities for the children and adults in the State of Florida; to provide general and technical information for the benefit of the people of Florida from time to time on the conditions of educational opportunities in the State and plans for the improvement thereof; to provide conference opportunities for individuals and groups in the State interested in the education of children and adults; to provide conferences and planning meetings and consultant services for those actively engaged in educational work; to encourage people generally to study community educational needs and to work for the improvement of our educational systems and institutions to the end that all of the children and adults of Florida will be afforded an equal educational opportunity and that such opportunities shall be the best that the citizens of Florida can develop with available resources; to foster and improve the professional opportunities and welfare of persons engaged in all branches of educational administration, supervision, or teaching in Florida to the end that the children and adults in the State of Florida will have greater educational opportunities.

In connection with the foregoing the association shall have power to hold, receive, borrow, lend, exchange, acquire by grant, gift, or purchase, devise, or bequest, sell, alienate, dispose of, convey, lease, pledge, pawn, hypothecate, encumber, or mortgage property of all kinds, whether real or personal or mixed. The corporation may borrow money and make, issue, and endorse bonds, certificates of indebtedness, or notes, and all other forms of debts, both secured and unsecured. It may adopt and use a common seal and alter the same at pleasure and may name and appoint and employ such agents, managers, directors, officers, and other employees as may be required to carry out the general purposes for which it is incorporated.

Without in any particular limiting any of the objectives of the corporation, as set out in this charter, the corporation shall have the power from time to time to do any one or more or all of the acts and things set out herein, and all such other acts and things in any manner connected therewith or necessary, incidental, convenient, or auxiliary thereto, or calculated directly or indirectly to promote the interests of the corporation, and to do each and everything necessary, suitable, or proper for the accomplishment of any of the objectives enumerated herein, and in this connection the corporation may exercise any and all other powers which a corporation not for profit may now or hereafter have and exercise under the Laws of the State of Florida.

ARTICLE III
QUALIFICATIONS OF MEMBERS AND MANNER OF ADMISSION

The qualifications of members of the corporation shall be:

White persons of good moral character engaged in any branch of educational administration, supervision, or teaching in Florida, who have a genuine and paramount interest in promoting the objectives of the corporation. They shall be admitted to membership in the corporation on written application and payment of dues, as prescribed in the By-Laws, and only after the Board of Directors advises that such persons meet the qualifications for membership and upon an affirmative vote of the Board.

*In order to qualify for holding property and negotiating loan for construction of headquarters building, it became necessary for the Florida Education Association to become incorporated in 1950. This action was authorized by the Delegate Assembly. As the Florida Education Association, Inc., the Charter and By-Laws include the same provisions as the former Constitution, plus procedural provisions required under corporation law. The Charter and By-Laws are the working guides for the affairs of the corporation.

ARTICLE IV
TERM OF EXISTENCE

This corporation shall have a perpetual existence unless sooner dissolved according to Law.

ARTICLE V
NAMES AND RESIDENCES OF SUBSCRIBERS

The names and residences of the subscribers to these Articles of Incorporation are:

NAME	RESIDENCE	NAME	RESIDENCE
Sarah Goodman	Orlando, Florida	Thos. D. Bailey	Tallahassee, Florida
Ed. B. Henderson	Tallahassee, Florida	M. O. Harrison	Tallahassee, Florida
M. L. Stone	Tallahassee, Florida	Cona Loyless	Tallahassee, Florida
W. T. Edwards	Tallahassee, Florida	Amos Godby	Tallahassee, Florida

ARTICLE VI
OFFICERS
TIME OF ELECTION AND APPOINTMENT

The affairs of the corporation shall be managed and conducted by a Board of Directors composed of not less than three nor more than twenty-five persons, who shall be members of the corporation. The President, Vice-President, and Board of Directors shall be elected at the annual general meeting of the membership. The members of the Board of Directors shall be elected for a term of three years. The terms of the Directors shall be staggered in accordance with the provisions of the By-Laws. The annual general meeting of the membership shall be held at such times as may be fixed by the Board of Directors from time to time, or as may be prescribed by the By-Laws. The Board of Directors shall appoint an Executive Secretary-Treasurer of the corporation for such term or terms as may be provided in the By-Laws and shall fix his compensation.

ARTICLE VII
OFFICERS AND DIRECTORS TO MANAGE
CORPORATION UNTIL FIRST ELECTION OR APPOINTMENT

The names of the officers and Directors who are to manage all of the affairs of the corporation until the first election or appointment under these Articles of Incorporation are as follows:

Sarah Goodman, President	Dorothy Phipps, Director
M. M. Ferguson, Vice-President	Charles Morris, Director
Ed. B. Henderson, Executive Secretary-Treasurer	Lora Belle Hayes, Director
Palmer Petteway (Mrs.), Director	M. L. Stone, Director
Nina McAdam, Director	Cardelle Brower, Director
D. C. Huskey, Director	Jon L. Stapleton, Director
Charles Palmour, Director	Birdie McAllister, Director
Carl S. Cox, Director	Milton T. Curry, Director

ARTICLE VIII
MAKING, ALTERING, OR RESCINDING BY-LAWS

The By-Laws of the corporation shall be made, altered, or rescinded by the Board of Directors in the manner prescribed in the By-Laws.

ARTICLE IX
LIMIT OF INDEBTEDNESS

The highest amount of indebtedness or liability to which the corporation may at any time subject itself (which shall never be greater than two-thirds of the value of the property of the corporation) shall be two hundred fifty thousand dollars (\$250,000.00). Revised 7-20-54

ARTICLE X
VALUE OF REAL ESTATE
WHICH THE CORPORATION MAY HOLD

The amount in value of the real estate which the corporation may hold (subject always to the approval of the Circuit Judge) shall be five hundred thousand dollars (\$500,000.00). Revised 7-20-54

WHEREFORE, we, the subscribers and incorporators of Florida Education Association, Inc., do hereby affix our names to the foregoing Articles of Incorporation for the uses and purposes therein set forth this 16th day of January, 1950.

SARAH GOODMAN	(SEAL)
ED. B. HENDERSON	(SEAL)
M. L. STONE	(SEAL)
W. T. EDWARDS	(SEAL)
THOS. D. BAILEY	(SEAL)
M. O. HARRISON	(SEAL)
CONA LOYLESS	(SEAL)
AMOS GODBY	(SEAL)

STATE OF FLORIDA
COUNTY OF LEON

Before me, the undersigned authority, personally appeared Ed. B. Henderson, one of the subscribers to the foregoing Articles of Incorporation of Florida Education Association, Inc., to me well known and known to me to be one of the individuals who subscribed his name to the foregoing Articles of Incorporation and who acknowledged to and before me that he executed the same freely and voluntarily for the uses and purposes expressed therein and that it is intended in good faith to carry out the purposes and objectives set forth therein.

ED. B. HENDERSON

Sworn to and subscribed before me this
23rd day of January, A. D. 1950.

MARJORIE BARNES
NOTARY PUBLIC

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT OF
FLORIDA, IN AND FOR LEON COUNTY, FLORIDA.

IN RE: FLORIDA EDUCATION ASSOCIATION, INC.,
A CORPORATION NOT FOR PROFIT

APPROVAL OF CHARTER

THIS CAUSE coming on this day to be heard upon the proposed charter (Articles of Incorporation) of Florida Education Association, Inc., a corporation not for profit, and the Court, having examined the same, finds that the proposed charter is in proper form and is for an object authorized by Chapter 617, Florida Statutes, which object is to maintain and carry on a benevolent association, and the Court being fully advised in the premises, it is therefore, upon consideration thereof,

ORDERED, ADJUDGED, AND DECREED as follows:

(1) That the charter (Articles of Incorporation) of Florida Education Association, Inc., a corporation not for profit, be and the same is hereby approved, and this approval is endorsed on the charter; and

(2) That the charter (Articles of Incorporation) of Florida Education Association, Inc., a corporation not for profit, together with all endorsements, shall forthwith be recorded in the Office of the Clerk of the Circuit Court of Leon County, Florida, and from thenceforth the Subscribers and Incorporators of Florida Education Association, Inc. and their associates and successors shall be a corporation not for profit by the name of Florida Education Association, Inc.

DONE, ORDERED, AND DECREED at Tallahassee, Florida, this 23rd day of January A. D. 1950.

W. MAY WALKER
Circuit Judge

BY-LAWS
of
FLORIDA EDUCATION ASSOCIATION, INC.

ARTICLE I
NAME

The name of this corporation is FLORIDA EDUCATION ASSOCIATION, INC.

ARTICLE II
OBJECTIVES

The general nature of the objectives of the corporation are:

To maintain and carry on a benevolent association for the purpose of improving educational opportunities for the children and adults in the State of Florida; to provide general and technical information for the benefit of the people of Florida from time to time on the conditions of educational opportunities in the State and plans for the improvement thereof; to provide conference opportunities for individuals and groups in the State interested in the education of children and adults; to provide conferences and planning meetings and consultant services for those actively engaged in educational work; to encourage people generally to study community educational needs and to work for the improvement of our educational systems and institutions to the end that all of the children and adults of Florida will be afforded an equal educational opportunity and that such opportunities shall be the best that the citizens of Florida can develop with available resources; to foster and improve the professional opportunities and welfare of persons engaged in all branches of educational administration, supervision, or teaching in Florida to the end that the children and adults in the State of Florida will have greater educational opportunities.

ARTICLE III
OFFICE

The principal office of this corporation shall be in the City of Tallahassee, Florida.

ARTICLE IV
MEMBERSHIP

1. The membership of the organization shall consist of the original subscribers and incorporators and such other persons as were members of Florida Education Association, a non-incorporated association, on the twenty-third day of January, 1950, and such other persons as may from time to time meet the qualifications for membership, as set forth in Article III of the Articles of Incorporation of the corporation, who shall apply for membership to

the Board of Directors and whose application for membership shall be approved by an affirmative vote of a majority of the Board, and who shall pay the dues prescribed in these By-Laws.

2. The qualifications of members of the corporation shall be: White persons of good moral character engaged in any branch of educational administration, supervision, or teaching in Florida, who have a genuine and paramount interest in promoting the objectives of the corporation.

3. Each member shall be entitled to a certificate of membership, and to such publications of the corporation as may be authorized by the Delegate Assembly or the Board of Directors.

4. Any white person not engaged in the service of education, or any white person engaged in the service of education but not eligible for active membership, may become an associate member without voting privileges by the payment of the regular dues under regulations prescribed by the Board of Directors.

ARTICLE V MEETINGS

1. All meetings of the entire membership shall be known as Delegate Assembly and shall be held either in the City of Tallahassee, Florida or at such other place or places, and at such time or times, as the Board of Directors may from time to time designate.

2. The delegates shall be authorized to vote upon all questions presented at the annual Delegate Assembly and at special Delegate Assemblies, and a majority vote of delegates in attendance shall decide any general matter presented; provided, that a motion or resolution authorizing the amending of the Articles of Incorporation must be adopted by a two-thirds vote of the delegates present.

All proposed changes in the Articles of Incorporation and all resolutions or proposals covering proposed changes in the By-Laws relative to dues or financial policies of the corporation shall be submitted in writing to the Board of Directors not less than forty-five days prior to the date of the meeting of the Delegate Assembly at which the same is to be considered, and shall be printed in the corporation's publication not later than the last issue preceding the meeting of the Delegate Assembly at which the same is to be considered, before any such matters can be considered at any meeting of the Delegate Assembly.

3. Each delegate and alternate shall present his authority to act in writing and such authority shall be filed with the Executive Secretary-Treasurer of the corporation, and by him kept as a matter of record for a period of one year. At every meeting each delegate, if present, or alternate, if present and in the absence of the delegate, shall be entitled to cast one vote on each item of business, which vote must be cast by him in person.

4. A quorum at any annual or special meeting of the Delegate Assembly shall consist of a majority of the delegates or alternates attending such meeting in person.

5. The members of the Board of Directors shall have full privileges of delegates at all meetings of the Delegate Assembly with full voting rights.

6. Notice of the time and place of the annual and of all special meetings of the Delegate Assembly shall be given by mailing a written or printed notice of the same at least seven days prior to the meeting, with postage prepaid, to all delegates of record of the corporation and addressed to his or her last known postoffice address as the same appears in the records of the corporation, or by publishing a notice for one publication in a newspaper published in Leon County authorized by Law to publish legal notices, or by publishing such notice in the monthly issue of the official publication of the corporation for the month preceding the month in which the meeting is to be held. Business transacted at all special meetings shall be confined to the purposes stated in the notice.

7. Any member of the corporation may attend and participate in the discussions at any of the Delegate Assemblies, but only official delegates may vote thereat.

ANNUAL DELEGATE ASSEMBLY

1. The annual Delegate Assembly of the corporation, for the election of officers and members of the Board of Directors to succeed those whose terms expire and for the transaction of such other business as may come before the meeting, shall be held at the time and place fixed by the Board of Directors.

2. All members shall be represented at the Delegate Assembly by officially elected delegates in accordance with the following provisions:

A. One delegate for each ten members of the corporation, or major fraction thereof, in each school in every county to be elected by vote of the members in that school; in addition, one delegate for each ten members, or major fraction thereof, in the combined one-to-five-teacher schools in every county; in addition, five delegates-at-large from each county having 100 per cent membership, elected in such manner as the county superintendent shall direct; and the county superintendent shall be a delegate ex officio.

B. The President and Dean of the College of Education of each college or university in Florida shall be ex officio delegates and one delegate for each ten members of the Florida Education Association, Inc., or major fraction thereof, of the faculty and elected by each school thereof.

C. The State Department of Education shall be entitled to one delegate for each ten members of the Florida Education Association, Inc., or major fraction thereof, to be elected by vote of the members in the Department; and in addition, five delegates-at-large for 100 per cent membership, elected in such manner as the State Superintendent shall direct; and the State Superintendent shall be a delegate ex officio.

D. The number of official delegates shall be based upon membership in the Florida Education Association, Inc., thirty days prior to the date of the annual meeting of the Delegate Assembly, as fixed and announced by the Board of Directors.

E. The names of all official delegates must be certified in writing to the Executive Secretary-Treasurer not later than one week in advance of the opening of the annual Delegate Assembly. When changes in delegates or alternates already reported are necessary, these changes must be in the hands of the Credentials Committee twenty-four hours before registration begins.

3. At the first session of the Delegate Assembly in each annual meeting, nominations shall be held for President, Vice-President, and members of the Board of Directors, where terms have expired or where vacancies have been created. The procedure to be followed in the nomination, balloting, and election of the above-named officers shall be as follows:

A. The President shall appoint a committee of election judges whose duty shall be to establish voting places and distribute official ballots to all qualified delegates. This committee shall have personal supervision over the balloting and the counting of the ballots.

B. The Executive Secretary-Treasurer shall prepare suitable ballots or voting machines containing the names of all nominees for office and shall deliver an adequate number of such ballots to the committee of election judges before the time set for the election.

C. Each delegate shall deposit his ballot at a place or places and within the hours designated by the Board of Directors for the election.

D. The judges after counting the ballots shall certify the returns to the President not later than the last session of the annual meeting of the Delegate Assembly. The President shall announce the election, declaring the candidate receiving the highest number of votes for each office officially elected.

E. The Board of Directors is empowered to make such further rules as it may deem necessary for conducting the annual election.

4. Three months before the annual Delegate Assembly the President shall appoint a committee on resolutions, a committee on credentials, and a committee on necrology, and such other committees as the Board of Directors may deem necessary; the Board of Directors and/or the Delegate Assembly may from time to time establish such committees as either body may deem necessary for the purpose of carrying on the work of the Delegate Assembly; and all such committees shall report in writing to the Delegate Assembly.

SPECIAL MEETINGS

Special meetings of the Delegate Assembly may be called by the President with the consent of the Board of Directors, or in the absence or refusal of the President, by the Board of Directors, and shall be called at any time by the President, Vice-President, or Executive Secretary-Treasurer upon the request in writing of 25 per cent of the membership of the corporation. Such request must state the purpose for which the meeting is to be called, and no other item shall be considered by the meeting.

The membership shall be represented at all special meetings by the officially elected delegates who were elected to serve in the last annual Delegate Assembly immediately prior to the special meeting. Where changes in delegates are necessary such changes must be in the hands of the Credentials Committee twenty-four hours before registration begins.

AREA MEETINGS

The state shall be divided into areas, each consisting of one or more counties, in such manner as the Board of Directors may determine for the purpose of holding annual area meetings of the membership. Each area shall hold an annual area meeting and shall elect a President and a Vice-President and a Secretary. It shall be the duty of the officers of the area, and advisory council consisting of not less than two persons who are members of the corporation from each county in the area and the officers of the corporation to plan and hold the annual meeting of each area and assist the Director in promoting the program of the Association. The nearest member of the Board of Directors, with the assistance of the Area President, shall represent and sponsor the work of the corporation in the area and shall be responsible for its prosecution therein. It shall be the duty of members at each annual area meeting to recommend to the Board of Directors and/or the Delegate Assembly such matters as in their opinion should receive attention at the annual Delegate Assembly. The area organization may receive for approval the recommendations of the Board of Directors to be presented to the Delegate Assembly.

ARTICLE VI BOARD OF DIRECTORS

1. The affairs of the corporation shall be managed and conducted by a Board of Directors of not more than twenty-five, composed of: Two members of the corporation from each Congressional District in Florida; one member at large; and the persons who are elected and are serving as President and Vice-President. At the first annual meeting of the Delegate Assembly of the corporation, Directors shall be elected for the following terms: Five Directors to serve for a period of one year; five Directors to serve for a period of two years; six Directors to serve for a period of three years; one Director from the State at large to serve for a period of three years; and thereafter all Directors shall be elected to serve for a period of three years. The term of office of members of the Board of Directors will begin on July first following the annual election and they shall hold office until their successors are elected and qualify, except that in the event a member moves from the district which he represents or resigns from the educational service, the office shall automatically become vacant. The Board of Directors shall temporarily fill any vacancies that occur in the membership of the Board and such Directors shall hold office until the next annual Delegate Assembly and until their successors are elected and qualify. The annual Delegate Assembly shall fill, for the unexpired term, any vacancies in the membership of the Board that shall have occurred since the last annual Delegate Assembly. In addition to the power and authority by the By-Laws and the Articles of Incorporation expressly conferred upon it, the

Board may exercise all such powers of the corporation and do all such lawful acts and things as are not by statute or by the Articles of Incorporation or by these By-Laws directed or required to be exercised or done by the membership or the Delegate Assembly.

2. Regular meetings of the Board of Directors shall be held at such times and places as the Board may from time to time designate, and it shall not be necessary to give the members of the Board notice of such regular meetings.

3. Special meetings of the Board of Directors may be called at any time by the President or in the absence, inability, or refusal of the President, by the Vice-President, or in the absence, inability, or refusal of the President and Vice-President, by a majority of the members of the Board of Directors, to be held at the principal office of the corporation or at such place as the person or persons calling the meeting may designate.

4. Twenty-four hours' notice of special meetings of the Board of Directors shall be given to each Director in person or by telegram or letter, addressed to each Director at his address as shown on the records of the corporation.

5. A majority of the members of the Board of Directors shall be necessary at all meetings to constitute a quorum for the transaction of business, but less than a quorum may adjourn the meeting. Unless otherwise specifically provided by the Articles of Incorporation or statute, the act of a majority of the members of the Board of Directors present at any properly convened meeting of the Board, at which there is a quorum, shall be the act of the Board.

6. The members of the Board of Directors shall not be paid a salary for their services but may be paid their necessary expenses in attendance of meetings. Such expenses may be paid for attendance at any regular or special meeting of the Board or of a standing or special or executive committee meeting upon a resolution passed by the Board; provided, however, such sum or sums to be paid must be within the limits of the approved budget.

ARTICLE VII OFFICERS

1. The officers of the corporation shall be a President, a Vice-President, and an Executive Secretary-Treasurer. The President and Vice-President shall be elected by the delegates at their first meeting and thereafter at the annual Delegate Assembly. The President and Vice-President shall hold office for one year only, beginning on July first and ending on June thirtieth, or until their successors are elected and qualify, and a person elected to either office may not succeed himself in such office. The Executive Secretary-Treasurer shall be appointed by the Board of Directors and shall serve until his services are terminated by the Board. His compensation shall be fixed from time to time by the Board of Directors.

2. The President shall preside at all meetings; shall countersign with the Executive Secretary-Treasurer all contracts and other instruments of the corporation dealing with the purchase or sale of real property and contracts for the purchase of equipment that require payment to be made for a period of time of more than one year; and shall make reports to the Board of Directors and Delegate Assembly and perform all other duties as are properly assigned to him by the Board of Directors or are required by these By-Laws. In the absence or inability of the President to perform his duties and functions, the Vice-President shall exercise all his duties and functions. The Vice-President shall perform all such other duties as the Board of Directors shall prescribe.

3. The Executive Secretary-Treasurer shall be the executive officer of the corporation and shall have general supervision and management of the affairs of the corporation, subject, however, to the control, when exercised, of the Board of Directors; and shall issue notices of all meetings, keep the minutes, have charge of the seal and the books of the corporation; have the custody of all moneys and securities of the corporation; and shall keep, or have kept under his direction, regular books of account, disburse the funds of the corporation in payment of the just demands against it or as may be ordered by the Board of Directors, taking proper vouchers for such disbursements; and shall have power and authority to sign contracts with or without prior approval of the Board of Directors, provided they are within the limits of the budget as approved by the Board of Directors and within activities approved by the Board of Directors; provided, that his authority to sign contracts on behalf of the corporation shall include all contracts except those referred to in Paragraph 2 of this Article VII; and as to the contracts and deeds referred to therein, he shall have power to and shall countersign them when required to do so by the Board of Directors. Subject to the approval of the Board of Directors and within the limits of the budget as approved, the Executive Secretary-Treasurer shall employ and fix the compensation of employees of the corporation who work under his direction, and when necessary shall, subject to approval by the Board of Directors, employ Assistant Executive Secretaries. He shall make such reports and perform such other duties as are incident to his office or are properly required of him by the Board of Directors; he shall render to the President and to the Board of Directors from time to time, as may be required of him, account of all fiscal transactions and the financial condition of the corporation. He shall give a bond to the corporation in a sum to be fixed by the Board with one or more sureties satisfactory to the Board for the faithful performance of the duties of his office concerning the fiscal affairs of the corporation and for the restoration to the corporation, in case of his death, resignation, retirement, or removal from office, of all books, papers, vouchers, money, and other property of whatsoever kind in his possession or under his control belonging to the corporation; the premium on said bond shall be paid by the corporation.

4. In the case of the absence or inability of any officer of the corporation to act, and of any person herein authorized to act in his place, the Board of Directors may from time to time delegate the powers or duties of such officers to any other officer or any Director or other person whom it may select.

5. Vacancies in any office arising from any cause may be filled by the Board of Directors at any regular or special meeting, and such officers, except the Executive Secretary-Treasurer, shall hold office until the next annual Delegate Assembly and until their successors are elected and qualify.

6. Any officer appointed by the Board of Directors may be removed at any time with or without cause by the affirmative vote of a majority of the whole Board of Directors upon sixty days' written notice.

ARTICLE VIII DEPARTMENTS

1. Such departments may be organized at the annual meeting of the Delegate Assembly as the members may request and the Board of Directors approve. The Chairman and Secretary of each department shall be elected by the members thereof and the Secretary of the department shall report to the Executive Secretary-Treasurer of the corporation concerning the proceedings of the department.

2. All money collected by each department from membership fees or otherwise may be immediately paid over to the Executive Secretary-Treasurer of the corporation and kept by him for the use and benefit of the department. All such funds shall be available upon the written request of the Chairman of the department.

3. When special needs arise, funds from the treasury may be allocated to recognized departments of the corporation. Before the allocation of money to a department, consideration must be given to whether or not that department collects membership fees for its own use and in what amount, and to the funds in the department's treasury. In requesting funds from the Florida Education Association, Inc., a department must submit to the Board of Directors a proposed budget, in detail, of the anticipated expenditure of the money desired. After approval of the amount of money to be allotted to a department, the Chairman of said department may request in writing this money as needed.

4. In order that each department will have an understanding of the financial needs of all departments, there shall be a committee composed of one representative from the Executive Board of each department to meet, as an advisory group, with the Board of Directors when allocations of money to departments are to be considered. Each representative on the committee shall present the budget from his department and advise concerning the special projects of that department.

ARTICLE IX DUES

1. The annual dues which shall be paid by each member of the corporation shall be:
Six Dollars (\$6.00) for all teachers receiving annual salaries up to and including \$1,799.00.
Seven Dollars (\$7.00) for all teachers receiving annual salaries of \$1,800.00 up to and including \$2,999.00.
Eight Dollars (\$8.00) for all teachers receiving annual salaries of \$3,000.00 up to and including \$4,999.00.

Ten Dollars (\$10.00) for all teachers receiving annual salaries of \$5,000.00 and above.
One Dollar (\$1.00) for all who are regularly enrolled as full-time students in teacher training institutions in Florida. Student membership shall be associate and non-voting.
One dollar and a half (\$1.50) for all retired teachers.

The dues shall be collected and remitted in such manner as the Board of Directors may approve.

Persons who have lost their membership by reason of nonpayment of dues may be readmitted to membership upon approval of the Board of Directors and upon such terms as the Board may fix.

2. Life memberships in the corporation may be secured by the payment of the sum of \$150.00 in such manner as the Board may direct.

ARTICLE X FINANCES

The moneys of the corporation shall be deposited in the name of the corporation only in such banks, trust companies, and savings and loan associations in Tallahassee whose deposits or share accounts are insured by a corporation created by the Federal Government or by an instrumentality of the Federal Government, and shall be drawn out only by check signed by the Executive Secretary-Treasurer; provided, that in cases of emergency the Board of Directors may waive this requirement as to the signing of checks and may designate one or more officers or employees to sign checks for the corporation.

ARTICLE XI BOOKS AND RECORDS

1. The books, accounts, and records of the corporation, except as may be otherwise required by the Laws of the State of Florida, shall be kept at the corporation's headquarters in Florida or at such places as the Board of Directors may from time to time designate; they shall be open to inspection by the members of the corporation at all times unless the Board of Directors, by resolution, designates particular times for such inspections.

2. The fiscal year shall end on August 31 of each year.

ARTICLE XII NOTICES

1. Whenever the provisions of the statutes or these By-Laws require notice to be given to any Director, officer, member, or delegate, such notice may be given in writing by depositing the same in a postoffice or letter box in a postpaid sealed wrapper, addressed to such Director, officer, member, or delegate at his or her address as the same appears in the records of the corporation, or by notifying such Director, officer, member, or delegate in person, or by publishing a notice of such meeting for one publication at least seven days

before such meeting in a paper in Leon County, Florida, duly authorized by Law to publish legal notices, or by publishing such notice in the monthly issue of the official publication of the corporation for the month preceding the month in which the meeting is called to be held.

2. A written waiver of any notice, signed by a Director, officer, member, or delegate, whether before or after the time stated in said waiver for holding a meeting, shall be deemed equivalent to a notice required to be given to such Director, officer, member, or delegate.

ARTICLE XIII CORPORATE SEAL

The corporate seal of this corporation shall be the seal imprinted hereunder:

(SEAL) ARTICLE XIV AMENDMENTS TO BY-LAWS

These By-Laws may be amended by a majority vote of: (1) the Delegate Assembly, or (2) the Board of Directors; **provided**, that no proposed amendment shall be considered by the Delegate Assembly unless a copy thereof shall have been submitted in writing to the Board of Directors for its examination and recommendations thereon to the Delegate Assembly at least forty-five (45) days prior to the date of the meeting of the Delegate Assembly to which such proposal is to be presented for consideration, and the Board of Directors shall, if possible, order such proposed amendment, together with their recommendations, printed in the official publication of the corporation not later than the last issue prior to the meeting of the Delegate Assembly at which the proposed amendment is to be considered; and **provided**, that no proposed amendment shall be adopted by the Board of Directors unless a copy thereof shall have been submitted to each member of the Board at least seven (7) days prior to the meeting of the Board at which such proposal is to be considered; and **provided**, further that no amendment shall be adopted by the Board except upon an affirmative vote of a majority in number of the entire membership of the Board of Directors.

ARTICLE XV ROBERT'S RULES OF ORDER

On all questions of parliamentary law, "Robert's Rules of Order, Revised" shall be the authority.

THE END

APPENDIX C

CODE OF ETHICS

of the

Teaching Profession in Florida

(Adopted 1954, revised 1958)

Preamble

The need for a standard of desirable behavior is universal. Everyone in the educational profession, regardless of length of experience or recency of training, will at some time seek guidance in determining his course of action. A code of ethics meets this need by clarifying our professional attitude and serving as a guide for doing the right thing deliberately and intelligently.

As society continues to become more complex we are more aware that everything we do affects the public's attitude toward the schools and those who work in the schools. As is true of any other profession, the educational profession has its own particular pattern of behavior and its own requirements and its own restraint of personal freedoms. Therefore, we are free to act and speak only when we are exemplifying the highest behavior in a democratic society.

This code of ethics must be a living and growing part of the emotional pattern of each teacher. Like a living personality it is continuously undergoing change and improvement.

The primary purpose of education is to develop citizens who will safeguard, strengthen, and improve the democracy obtained through a representative government.

The primary obligation of educators is to lead children, youth, and adults in the pursuit of knowledge and skills, to prepare them in the ways of democracy, and to help them become happy, useful, self-supporting citizens.

Believing these concepts to be self-evident, I, as a member of the teaching profession, will devote myself to the cause of education and will strive earnestly to be worthy of the trust reposed in me.

ARTICLE I

To fulfill my obligation to pupils and parents, I will

1. Recognize that my first and highest obligation is to the pupils.
2. Encourage in pupils the desire to assume democratic responsibility in respect to the making and enforcing of laws.
3. Teach pupils that better relationships come through practicing self-control and through showing respect for others.
4. Attempt to cultivate in pupils such virtues as patience, courage, justice, and sincerity.
5. Encourage the pupil to set up for himself, and aid him to attain, high standards of intellectual, creative, social, physical, spiritual, and moral achievements.

6. Encourage pupils to prepare for wholesome personal enjoyment, vocational fitness, and worthy service.
7. Respect the individual needs of each child and provide experiences to meet these needs in a just, sympathetic, and impartial manner—recognizing, however, the relatively greater importance of the basic human likenesses.
8. Strive to maintain a healthy emotional climate in my classroom at all times.
9. Refrain from tutoring the pupils in my class for remuneration.
10. Treat all information concerning pupils and parents as confidential.
11. Establish friendly cooperation with the home.
12. Cooperate with the parents, but recognize at all times the parents' responsibility for, and authority over, the child.
13. Appreciate the parents' viewpoint, not necessarily accepting, but never ignoring it, and will refrain from disparaging remarks concerning parents.
14. Keep parents informed about the progress of students as interpreted in terms of the purposes of the school.

ARTICLE II

To fulfill my obligation to the profession, I will

1. As a person of high moral character, conduct myself in personal habits and social relationships in such a way that I may avoid unfavorable criticism.
2. Do my part to make my profession one which will command respect from its members, the public, and those who may enter the profession; and one which offers security, protection, satisfaction, and opportunity for growth.
3. Cooperate with other members of my profession in the planning and execution of policies for the ultimate good of the child and the community regardless of professional differences.
4. Share with associates any new ideas, approaches, methods, and results that are, or may be, beneficial to the profession.
5. Develop scholarship and mastery in my chosen field and improve my competency as an effective teacher by study, travel, wholesome recreation, and active participation in local, state, and national educational organizations.
6. Strive to see the overall picture of the school program and correlate my teaching with its total needs.
7. Recognize the abilities and achievements of my co-workers and accept such determining factors as professional readiness, proved competence, and personality, in appointments and promotions.
8. Maintain an open mind toward criticism, recognizing that criticism of a fellow teacher or of a predecessor is unprofessional, unless constructive, and that any criticism in the presence of pupils is unjustifiable.
9. Discuss my personal differences with others only in a professional place and manner.
10. Recognize also that making unfavorable comparisons between my special areas of interest and other areas is unprofessional.
11. Be cooperative and helpful to teachers new in the system, and give the same fellowship, cooperation, and consideration to the intern teacher.
12. Not obligate myself by accepting commission or other compensation for influencing decisions on the approval or purchase of educational materials, nor will accept such for helping another teacher to promotion or other position.
13. When seeking a position, apply through the principal or county superintendent, for such place where a vacancy is known to exist. When filling vacancy, I will clear with his present administrator before offering the position to a person who is under contract.
14. Abide by all the terms in my signed contract unless dissolved by mutual consent of both parties, become familiar with and observe all local and state school laws.
15. Be informed on shortages in my profession and encourage able and sincere individuals to enter these fields as teachers.

16. Work for a salary scale commensurate with the importance of the profession, yet not limit my service by reason of small salary, nor enter the profession merely to earn a livelihood.
17. Recognize the fact that continuous tenure implies the responsibility for continuous professional growth.
18. Recognize and follow the accepted chain of authority in conducting school business, making appeals or criticisms.
19. Leave for my successor such information, data, and materials as may be needed in carrying forward the work of the school.
20. Give and expect to receive due notification and fair hearing before dismissal, non-appointment, or demotion.

ARTICLE III

To fulfill my obligation to the public, I will

1. Exercise my rights as a citizen and do all in my power to foster the moral, spiritual, and intellectual life of the community.
2. Inform the public of the importance of education as a means of maintaining a democracy.
3. Refrain from belittling the community in any way but always respect its social practices and customs.
4. Conduct myself so as to bring dignity and honor to the community.
5. Refrain from using the school to promote partisan politics, sectarian religious views, or selfish propaganda of any sort.
6. Participate with community organizations in solving together the problems and needs of the school and profession.

APPENDIX D

PRESIDENTS ELECTED EACH YEAR, 1886 TO 1957

No.	Meeting Place	Date	President elected for the ensuing year
1	DeFuniak Springs	Mar. 1886	S. W. Pritchard, <i>pro tem</i> John A. Graham
2	DeFuniak Springs	Feb. 1887	Frederick Pasco, <i>pro tem</i> Frederick Pasco
3	DeFuniak Springs	Mar. 1888	Frederick Pasco
4	DeFuniak Springs	Mar. 1889	Frederick Pasco
5	Ocala	Mar. 1890	W. F. Yocum
6	Tampa	Mar. 1891	J. M. Stuart (or Stewart)
7	Jacksonville	Jan. 1892	George P. Glenn
8	DeFuniak Springs	Mar. 1893	John P. Patterson (resigned) Mrs. M. L. Veenfliet
9	Gainesville	Jan. 1894	B. C. Graham
10	Orlando	Jan. 1895	J. H. Fulks
11	Jacksonville	Feb. 1896	Harry E. Graham
12	Ocala	Dec. 1896	J. J. Earle
13	DeLand	Dec. 1897	W. E. Knibloe
14	St. Augustine	Dec. 1898	J. C. Compton
15	Tallahassee	Dec. 1899	L. W. Buchholz
16	Tampa	Dec. 1900	W. M. Holloway
17	Ocala	Dec. 1901	Shelton Phillips
18	Orlando	Dec. 1902	Josiah Varn

No.	Meeting Place	Date	President elected for the ensuing year
19	Lake City	Dec. 1903	George M. Lynch
20	Jacksonville	Dec. 1904	A. A. Murphree
21	Miami	Dec. 1905	A. M. C. Russell
22	St. Augustine	Dec. 1906	W. D. Carn
23	St. Petersburg	Dec. 1907	W. H. Russell
24	Gainesville	Dec. 1908	Fons A. Hathaway
25	DeLand	Dec. 1909	Lincoln Hulley
26	Pensacola	Dec. 1910	Asa B. Clark (deceased) Pauline Reese
27	Jacksonville	Dec. 1911	L. B. Edwards
28	Ocala	Dec. 1912	J. L. Kelley
29	Key West	Dec. 1913	R. E. Hall
30	Lakeland	Dec. 1914	A. P. Montague
31	Tallahassee	Dec. 1915	John H. Workman
32	Arcadia	Dec. 1916	Agnes E. Harris
33	Daytona	Dec. 1917	George W. Tedder
34	Gainesville	Dec. 1918	A. Leight Monroe
35	Bradenton	Dec. 1919	B. B. Lane
36	Tallahassee	Dec. 1920	W. S. Cawthon
37	Orlando	Dec. 1921	C. R. M. Sheppard
38	St. Petersburg	Dec. 1922	Rowena Longmire
39	West Palm Beach	Jan. 1924	R. M. Evans
40	Daytona	Dec. 1924	Joseph Roemer
41	Jacksonville	Dec. 1925	R. M. Sealey
42	Tallahassee	Dec. 1926	Chas. M. Fisher
43	Tampa	Dec. 1927	George W. Marks
44	Orlando	Nov. 1928	J. W. Norman
45	Pensacola	Nov. 1929	Frank S. Hartsfield
46	Orlando	Nov. 1930	E. L. Robinson
47	Jacksonville	Mar. 1932	R. B. Rutherford
48	Tampa	Mar. 1933	R. J. Longstreet
49	Tampa	Dec. 1933	Henry H. Filer
50	Jacksonville	Jan. 1935	Henry H. Filer
51	Orlando	Jan. 1936	F. N. K. Bailey
52	Orlando	Mar. 1937	M. W. Carothers
53	Tampa	Mar. 1938	Thos. D. Bailey
54	Tampa	Mar. 1939	James T. Wilson
55	Orlando	Mar. 1940	C. Marguerite Morse
56	Tampa	Mar. 1941	G. Ballard Simmons
57	Tampa	Apr. 1942	Howell Watkins

No.	Meeting Place	Date	President elected for the ensuing year
58	Tampa—Planning Conf. only	Mar. 1943	(no election)
59	Daytona—Delegate Assembly	Apr. 1944	Edwin B. Browning
60	No meeting—War Restriction	1945	(no election)
61	Tampa	Apr. 1946	Mrs. Eunah Holden
62	Tampa	Apr. 1947	W. T. Edwards
63	Miami	Apr. 1948	M. M. Ferguson
64	Tampa	Mar. 1949	Mrs. Sarah Goodman
65	Miami	Apr. 1950	Judson B. Walker
66	Tampa	Mar. 1951	A. L. Vergason
67	Miami	Apr. 1952	Robt. B. Turner, Jr.
68	Tampa	Mar. 1953	Jon L. Stapleton
69	Miami	Apr. 1954	Mrs. Blanche Daughtrey
70	Tampa	Mar. 1955	Floyd Christian
71	Miami	Apr. 1956	Mode L. Stone
72	Tampa	Mar. 1957	Braulio Alonso
73	Miami Beach	Apr. 1958	H. Phil Constans, Jr.

APPENDIX E

*ANNUAL MEETING—DATE, PLACE, OFFICERS WHO
PRESIDED*

Together With Members Board of Directors 1929 to 1959

Meeting No.	<i>45th</i>	<i>46th</i>
Year	1928-29	1929-30
Meeting Date	Nov. 29-30 1929	Nov. 27-29, 1930
Meeting Place	Pensacola	Orlando
President	J. W. Norman	Frank S. Hartsfield
Vice President	George W. Marks	James W. Norman
Executive Sec'y	R. J. Longstreet, Acting James S. Rickards (July 1)	James S. Rickards
Members of the Board of Directors	N. M. Salley J. C. Peel R. J. Longstreet William Tyler Mrs. J. Reid Ramsey J. Colin English J. Homer Kelly Chas. M. Fisher H. G. Shealy	F. H. Spaulding B. O. Smith James H. Park William Tyler C. C. Matheny J. Colin English G. Ballard Simmons Chas. M. Fisher W. B. Feagle
Meeting No.	<i>47th</i>	<i>48th</i>
Year	1930-32	1932-33
Meeting Date	Mar. 31, Apr. 1-2, 1932	Mar. 9-10-11, 1933
Meeting Place	Jacksonville	Tampa
President	E. L. Robinson	R. B. Rutherford
Vice President	Frank S. Hartsfield	E. L. Robinson
Executive Sec'y	James S. Rickards	James S. Rickards

Annual Meeting—Date, Place, Officers

Members of the Board of Directors	F. H. Spaulding J. Franklin Williams James H. Park W. L. Goette John H. Workman J. Colin English Dorothy I. Pratt Chas. M. Fisher W. B. Feagle	John H. Workman James H. Park Dorothy I. Pratt F. H. Spaulding James W. Norman Ulric J. Bennett J. Franklin Williams W. L. Goette M. S. Hayes
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Meeting No.	49th	50th
Year	1933-34	1934-35
Meeting Date	Dec. 28-30, 1933	Jan. 2-4, 1935
Meeting Place	Tampa	Jacksonville
President	R. J. Longstreet	Henry H. Filer
Vice President	R. B. Rutherford	R. J. Longstreet
Executive Sec'y	James S. Rickards	James S. Rickards
Members of the Board of Directors	John H. Workman Florence Hughes Dorothy I. Pratt M. W. Carothers James W. Norman Ulric J. Bennett F. N. K. Bailey W. T. Newsome C. O. Holley	Thos. D. Bailey* J. E. Brewton R. C. Marshall N. M. Salley M. W. Carothers James W. Norman Ulric J. Bennett F. N. K. Bailey W. T. Newsome C. O. Holley

Meeting No.	51st	52nd
Year	1935-36	1936-37
Meeting Date	Jan. 2-4, 1936	Mar. 18-20, 1937
Meeting Place	Orlando	Orlando
President	Henry H. Filer	F. N. K. Bailey
Vice President	R. J. Longstreet	Henry H. Filer
Executive Sec'y	James S. Rickards	James S. Rickards

*Appointed to unexpired term.

Annual Meeting—Date, Place, Officers

Members of the Board of Directors	M. W. Carothers James W. Norman Ulric J. Bennett F. N. K. Bailey W. T. Newsome C. O. Holley R. C. Marshall Thos. D. Bailey N. M. Salley	Jessie Miller Nina McAdam Don T. Mann Lamar Sarra W. T. Newsome C. O. Holley R. C. Marshall Thos. D. Bailey N. M. Salley Howell Watkins W. B. Treloar
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Meeting No.	53rd	54th
Year	1937-38	1938-39
Meeting Date	Mar. 24-26, 1938	Mar. 16-18, 1939
Meeting Place	Tampa	Tampa

President	M. W. Carothers	Thos. D. Bailey
Vice President	F. N. K. Bailey	M. W. Carothers
Executive Sec'y	James S. Rickards	James S. Rickards

Members of the Board of Directors	M. L. Stone Nina McAdam Don T. Mann Lamar Sarra Mrs. Andasia Browning Mrs. Clara M. Olson R. C. Marshall Thos. D. Bailey N. M. Salley Howell Watkins W. B. Treloar	Lamar Sarra Howell Watkins W. B. Treloar Mrs. Andasia Browning Mrs. Clara M. Olson M. L. Stone R. L. Goulding Ralph Brown J. L. Hurt James T. Wilson Ernest Cason
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Meeting No.	55th	56th
Year	1939-40	1940-41
Meeting Date	Mar. 28-30, 1940	Mar. 19-22, 1941
Meeting Place	Orlando	Tampa

President	James T. Wilson	C. Marguerite Morse
Vice President	Thos. D. Bailey	James T. Wilson
Executive Sec'y	James S. Rickards	James S. Rickards

Annual Meeting—Date, Place, Officers

Members of the Board of Directors	J. F. Arnold Mrs. Andasia Browning Ralph Brown Mrs. Clara Olson O. R. Davis M. L. Stone Leon Henderson R. O. Bair R. L. Goulding J. L. Hurt John I. Leonard	J. F. Arnold P. E. Head Ralph Brown J. B. Culpepper O. R. Davis W. S. Weaver Leon Henderson Joyce Pritchard* R. O. Bair G. Ballard Simmons J. L. Hurt John I. Leonard
Meeting No.	57th	58th
Year	1941-42	1942-43
Meeting Date	April 9-11, 1942	Mar. 4-5, 1943
Meeting Place	Tampa	Tampa (Planning Conference)
President	G. Ballard Simmons	Howell Watkins
Vice President	C. Marguerite Morse	G. Ballard Simmons
Executive Sec'y	James Rickards	James S. Rickards
Members of the Board of Directors	P. E. Head J. F. Arnold Edwin B. Browning C. L. Harper W. S. Weaver Roger A. Williams R. O. Bair Sidney Ellison Joyce Pritchard Sara Ferguson* J. B. Culpepper Ed. B. Henderson R. R. Dugan*	P. E. Head Ulric J. Bennett Edwin B. Browning Randolph McLaughlin W. S. Weaver R. A. Williams C. L. Harper Sidney Ellison Sara Ferguson Mrs. Eunah Holden Mrs. Mollie Rose Cox* A. N. Anderson* R. E. Kipp* Ed. B. Henderson

*Appointed to unexpired term.

Annual Meeting—Date, Place, Officers

Meeting No.	59th	60th
Year	1943-44	1944-45
Meeting Date	Apr. 19-21, 1944	
Meeting Place	Daytona Beach	No Meeting (War Year)
President	Howell Watkins	Edwin B. Browning
Vice President	G. Ballard Simmons	Howell Watkins
Executive Sec'y	James S. Rickards	James S. Rickards
Members of the Board of Directors	P. E. Head Ulric J. Bennett Edwin B. Browning Mrs. Mollie Rose Cox W. S. Weaver A. N. Anderson C. L. Harper Sidney Ellison Sara Ferguson R. E. Kipp Mrs. Eunah Holden	Mrs. Mollie Rose Cox M. M. Ferguson C. L. Harper J. G. Smith A. N. Anderson Elton L. Jones Hal. N. Black Mary I. Bainum R. E. Kipp Mrs. Eunah Holden Pearl Bulloch Ulric J. Bennett Sidney Ellison
Meeting No.	61st	62nd
Year	1945-46	1946-47
Meeting Date	Apr. 3-6, 1946	Apr. 16-19, 1947
Meeting Place	Tampa	Tampa
President	Edwin B. Browning	Mrs. Eunah Holden
Vice President	Howell Watkins	Edwin B. Browning
Executive Sec'y	James S. Rickards	James S. Rickards
Members of the Board of Directors	Mrs. Mollie Rose Cox M. M. Ferguson C. L. Harper J. G. Smith A. N. Anderson Elton L. Jones Sidney Ellison Hal N. Black Mary I. Bainum R. E. Kipp	Mrs. Palmer Petteway M. M. Ferguson Judson B. Walker J. G. Smith W. Dan Boyd Elton L. Jones W. T. Edwards Hal N. Black Mary I. Bainum Merritt Brown

Annual Meeting—Date, Place, Officers

	Mrs. Eunah Holden Pearl Bulloch Ulric J. Bennett	W. W. Matthews Pearl Bulloch Ulric J. Bennett
Meeting No.	63rd	64th
Year	1947-48	1948-49
Meeting Date	Apr. 21-24, 1948	Mar. 23-26, 1949
Meeting Place	Miami	Tampa
President	W. T. Edwards	M. M. Ferguson
Vice President	Mrs. Eunah Holden	W. T. Edwards
Executive Sec'y	James S. Rickards	James S. Rickards Ed. B. Henderson
Members of the Board of Directors	M. M. Ferguson J. G. Smith Charles Morris Pearl Bulloch Mary I. Bainum W. Dan Boyd Merritt Brown W. W. Matthews Judson B. Walker Mrs. Palmer Petteway Nina McAdam Chas. Palmour Mrs. Lallie McKenzie	Carl S. Cox Mrs. Dorothy Phipps Charles Morris Mrs. Lora Belle Hayes Mrs. Sarah Goodman W. Dan Boyd Merritt Brown W. W. Matthews Judson B. Walker Mrs. Palmer Petteway Nina McAdam Chas. Palmour Mrs. Lallie McKenzie
Meeting No.	65th	66th
Year	1949-50	1950-51
Meeting Date	Apr. 12-15, 1950	Mar. 28-31, 1951
Meeting Place	Miami	Tampa
President	Mrs. Sarah Goodman	Judson B. Walker
Vice President	M. M. Ferguson	Mrs. Sarah Goodman
Executive Sec'y	Ed. B. Henderson	Ed. B. Henderson
Members of the Board of Directors	Carl S. Cox Mrs. Dorothy Phipps Charles Morris Mrs. Lora Belle Hayes Mrs. Cardelle Brower	Carl S. Cox Mrs. Dorothy Phipps Charles Morris Mrs. Lora Belle Hayes M. L. Stone

Annual Meeting—Date, Place, Officers

	Jon Stapleton	Mrs. Cardelle Brower
	Birdie McAllister	Jon Stapleton
	Milton Curry	Birdie McAllister
	M. L. Stone	Milton Curry
	Mrs. Palmer Petteway	Mrs. Blanche Daughtrey
	Nina McAdam	Joe Hall
	Charles Palmour	Ellah Kramer
	D. C. Huskey	D. C. Huskey
Meeting No.	67th	68th
Year	1951-52	1952-53
Meeting Date	Apr. 16-19, 1952	Mar. 18-21, 1953
Meeting Place	Miami	Tampa
President	A. L. Vergason	Robt. B. Turner, Jr.
Vice President	Judson B. Walker	A. L. Vergason
Executive Sec'y	Ed. B. Henderson	Ed. B. Henderson
Members of the Board of Directors	Ruth Anderson Mary Ansley J. Milton Lewis Howard Bishop J. M. Leps Mrs. Cardelle Brower Jon Stapleton Birdie McAllister Milton Curry Mrs. Blanche Daughtrey Joe Hall Paul Davison* Ellah Kramer D. C. Huskey	Ruth Anderson Mary Ansley Vernon Dozier Alvin Mikell J. M. Leps Mrs. Clarice Burns Frances Nippert Mrs. Pauline Ball Barbara Ainsworth Mrs. Blanche Daughtrey Paul Davison Hugh Allsworth John W. Seay Roy L. Crosby Ellah Kramer Mrs. Margaret McGill Leland S. March D. C. Huskey
Meeting No.	69th	70th
Year	1953-54	1954-55
Meeting Date	Apr. 7-10, 1954	Mar. 16-19, 1955
Meeting Place	Miami	Tampa

Annual Meeting—Date, Place, Officers

President	Jon L. Stapleton	Mrs. Blanche Daughtrey
Vice President	Robert B. Turner, Jr.	Jon L. Stapleton
Executive Sec'y	Ed. B. Henderson	Ed. B. Henderson
Members of the Board of Directors	Frances Nippert Mrs. Pauline Ball Barbara Ainsworth Ruth Anderson J. W. Seay R. L. Crosby Vernon Dozier Braulio Alonso Loran L. Sheeley Don. R. Allen Clyde Harris Mrs. Elizabeth Oakes Mary Ansley Alvin Mikell J. M. Leps Mrs. Margaret McGill Hugh Allsworth	Frances Nippert Mrs. Pauline Ball Barbara Ainsworth Hugh Allsworth J. W. Seay R. L. Crosby Jack Fletcher Braulio Alonso Loran L. Sheeley Don R. Allen Clyde Harris Mrs. Elizabeth Oakes Mrs. Ann McNeill J. W. Borders R. L. Williams Julian Markham Robt. O. Stripling
Meeting No.	71st	72nd
Year	1955-56	1956-57
Meeting Date	Apr. 12-14, 1956	Mar. 14-16, 1957
Meeting Place	Miami	Tampa
President	Floyd Christian	Mode L. Stone
Vice President	Mrs. Blanche Daughtrey	Floyd T. Christian
Executive Sec'y	Ed. B. Henderson	Ed. B. Henderson
Members of the Board of Directors	Braulio Alonso Mrs. Pearle A. McNeil Mrs. Josephine Ludvigsen Mrs. Ann W. Wilkins Bradley Baker J. W. Borders Robert H. Loring Loran L. Sheeley Don R. Allen Woodrow J. Darden Ray L. Williams Clyde Harris	Mrs. Lucylle W. Brescia Mrs. Pearle A. McNeil Mrs. Josephine Ludvigsen Mrs. Ann W. Wilkins Bradley Baker J. W. Borders Robt. H. Loring Jack Prance Woodrow J. Darden Francis Fitzpatrick Leo Cahill Ray L. Williams

Annual Meeting—Date, Place, Officers

	Julian Markham Mrs. Elizabeth Oakes H. Phil Constans, Jr. Robt. O. Stripling O. K. Phillips	Julian Markham Roe M. Martin H. Phil Constans, Jr. Robt. O. Stripling O. K. Phillips
Meeting No.	73rd	74th
Year	1957-58	1958-59 (projected)
Meeting Date	Apr. 23-25, 1958	March 19-21, 1959
Meeting Place	Miami Beach	Tampa
President	Braulio Alonso	H. Phil Constans, Jr.
Vice President	Mode L. Stone	Braulio Alonso
Executive Sec'y	Ed. B. Henderson	Ed. B. Henderson
Members of the Board of Directors	Mrs. Lucylle W. Brescia Mrs. Pearle A. McNiel Mrs. Josephine Ludvigsen A. D. Duck Mrs. Mary N. Davis William J. Woodham, Jr. Robert H. Loring Jack Prance Woodrow J. Darden Francis Fitzpatrick Leo Cahill Howard B. Swyers Joel Evers Roe M. Martin H. Phil Constans, Jr. C. Milton Carter Mrs. Evelyn Sewell	Mrs. Lucylle W. Brescia Mrs. Lois Hall Kent A. D. Duck Mrs. Elizabeth Roselle Mrs. Edna Tait William J. Woodham, Jr. William M. Rizzi Jack Prance Robt. E. Jones Francis Fitzpatrick Leo Cahill Howard B. Swyers Joel Evers Roe M. Martin C. Milton Carter Earl S. Weldon, Jr. Mrs. Evelyn Sewell

APPENDIX F CHAIRMEN OF DEPARTMENTS

Date	Co. Superintendents	Secondary Principals
1921	C. R. M. Sheppard	
1922	C. E. Yowell	R. M. Evans (Hi. Sch. Section)
1923	T. W. Lawton	R. M. Evans (Hi. Sch. Prin. Section)
1924	James S. Rickards	Sexton Johnson (High School Section)
1925	George W. Marks	M. L. Alstetter (High School Section)
1926	George W. Marks (Dept. Sch. Adm.)	R. J. Longstreet (Dept. Sch. Adm.)
1927	George W. Marks (with Prin.)	John M. Crowell (Dept. Sch. Adm.)
1928	C. H. Smith (with Sch. Board Members)	W. B. Treloar (Secondary Prin.)
1929	William Tyler (with Sch. Board Members)	W. L. Goette (Dept. Secondary Ed.)
1930 (Nov.)	George M. Lynch	W. L. Goette (Dept. Secondary Ed.)
1932 (April)	W. D. F. Snipes	Vivian Gaither (Dept. Secondary Ed.)
1933 (Mar.)	Charles H. Gray (Jt. Sch. Board Members)	Ashley R. Russ (Dept. Secondary Ed.)
1933 (Dec.)	Charles H. Gray	Ashley R. Russ (Dept. Secondary Ed.)
1935	Charles H. Gray	Philemon E. Head (Sr. Hi & Supv. Prin.)
1936	J. A. Youngblood	R. L. Goulding (Dept. Secondary Ed.)
1937	J. A. Youngblood	R. L. Carter (Secondary Prin.)
1938	Judson B. Walker	T. J. Poppell
1939	Judson B. Walker	R. R. Dugan
1940	Judson B. Walker	R. R. Dugan
1941	Judson B. Walker	A. J. Geiger
1942	Judson B. Walker	W. B. Feagle
1943	(no meeting)	(no meeting)
1944	A. N. Anderson	Carl S. Cox
1945	(no meeting)	(no meeting)
1946	George Atkins	D. R. Allen
1947	Damon Hutzler	A. J. Geiger
1948	John D. Milton	W. B. Treloar
1949	Fred Wild	E. L. Jones
1950	Verman Kimbrough	Paul Davis
1951	Dan Boyd	Vernon E. Dozier
1952	Thomas A. Owens	W. W. Matthews
1953	Broward Lovell	Harold Campbell
1954	Floyd T. Christian	Jennings Rou
1955	D. C. Huskey	Robert A. Wilson
1956	Thomas E. Smith	John M. Sexton
1957	Thomas E. Smith	Orville R. Davis
1958	J. Crockett Farnell	W. A. Vincent
1959	Amos Godby	Larry I. Walden, Jr.

Note: The above information, for the most part, is taken from official programs. Dates used indicate the year in which chairmen conducted their annual meetings.

Elementary Principals	Classroom Teachers	Supervisors
		(Organized 1925)
Organized Dec. 30, 1927, in Dept. Sch. Adm.		Nettie Brogden (Elem. Supervisors)
Mrs. Allie Hammond (Jt. Sec. Elem. Prin. & Supv.)		Hallie Scoville (Elem. Supervisors)
Mrs. Allie Hammond		Mrs. W. C. Mahin (Elem. Supervisors)
	(Organized Nov., 1929)	A. A. Merbler (Elem. Supervisors)
Florence Hughes	Mrs. Margaret Langston	C. L. Durrance (Elementary)
Mrs. Leola Leifeste	Mrs. Margaret Langston	
Katie Dean	Harold H. Rash	
Katie Dean	Harold H. Rash	
J. Douglas Haygood	Mrs. Clara M. Olson	
Elizabeth Cone	Mrs. Clara M. Olson	
Mabel Kelso	Marguerite Morse	
Ernest W. Cason	Leon Henderson	
Mrs. Ethel Wolverton	Leon Henderson	
Fred E. Gehan	Sara Ferguson	
Frances Belcher	Sara Ferguson	
Frances Belcher (no meeting)	Maude Saunders (no meeting)	L. E. Swatts (no meeting)
R. Earl Kipp (no meeting)	Hal N. Black (no meeting)	Mildred Swearingen (no meeting)
Mrs. Lola Culver	Mayme Smedley	Gertrude Shaffner
G. F. Wilson	Marguerite Lumpkin	Mrs. Clara Capron
G. F. Wilson	Mrs. Sarah Goodman	Ray V. Sowers
J. A. Wheeler	Mrs. Clarice Burns	R. Earl Kipp
Mrs. Margaret McGill	Mrs. Virginia Leps	Martha K. Alexander
Mrs. Margaret McGill	Mamie Ruth Douglas	Alan E. Hart
Mrs. Velma Mitchell	Mrs. Palmer Petteway	Don R. Allen
Mrs. Lorraine Byrnes	Isabel Richter	L. E. Swatts
Mrs. Edna Hodges	Jack Fletcher	Julian E. Markham
Lucille Moore	Agnes Johnson	John W. Seay
William L. Charles	Mary Ruth Murray	Mills M. Lord
Lois W. Taylor	Mrs. Evelyn Sewell	Susan Dowdell
Mrs. Annie B. Lord	Mrs. Edna Tait	Mildred Swearingen
Mrs. Nellie Griffin	Mrs. Carol Douglass	A. D. McCall

APPENDIX G

KNOWN COPIES OF THE *FLORIDA SCHOOL JOURNAL*

The microfilm of this *Journal*, in the Yonge Library, includes these:

Vol. I,	No. 1	Sept. 1887	
		2 Oct.	
		4 Dec.	
Vol. II,	No. 4	Jan. 1889	-----Note: Apparently the editor ran the spring of 1888 in Vol. I, and began Vol. II with No. 1, Sept. 1888, but none of these numbers has survived. As he apologizes in this issue, he ran off the cover with Dec. 1888 by error and then over-printed Jan. 1889 (leaving No. 4, however).
		6 Feb.	
		8 Apr.	
		10 June	
Vol. III,	No. 1	Sept. 1889	
		2 Oct.	
Vol. IV,		Missing <i>in toto</i>	
Vol. V,	No. 2	Oct. 1891	-----Note: The cover reads <i>Florida Journal</i> but title page is correctly printed. Same for Nov. issue.
		3 Nov.	
		7 Mar. 1892	
		8 Apr.	
		9 May	
		10 June	
Vol. VI,		Missing <i>in toto</i>	
Vol. VII,	No. 4	Dec. 1893	
		5 Jan. 1894	
		6 Mar.	
		7 Apr.	
Vol. VIII,	No. 1	Oct. 1894	The editors of the <i>Journal</i> were:
		3 Dec.	1887-88 Henry Merz
		4 Jan. 1895	1888-91 F. L. Kern
		9 June	1891-95 V. E. Orr

Included in this microfilm is another *Florida School Journal*, Vol. II, No. 2, Feb. 1899, edited and published by J. C. Trice (Mgr.) at Tallahassee. Also another publication, the *Florida Teacher*, A. E. Booth, editor and publisher at Dade City, Vol. I, No. 3, June, 1892, and No. 4, July, 1892. Apparently both these publications had an ephemeral existence.

KNOWN COPIES OF THE *FLORIDA SCHOOL EXPONENT*
(Microfilm from Washington)

Vol. I,	No.	1 Mar. 1894 2 Apr. 3 May 4 June 5 Sept. 6 Oct. 7 Nov. 8 Dec.	Vol. VI,	No.	Cont'd. 9 May 10 Sept. (sic) 11 Oct. 12 Nov.
Vol. II,	No.	5 Jan. (sic) 1895 6 Feb. 7 Mar. 8 Apr. 9 May 10 June	Vol. VII,	No.	4 Dec. 1899 (sic) 5 Jan. 1900 6 Feb. 7 Mar. 8 Apr. 9 May
Vol. III,	No.	1 Sept. 1895 2 Oct. 3 Nov. 4 Dec.-Jan. 1896 5 Feb. 7 Apr. 8 June	Vol. VIII,	No.	1 Sept. 1900 2 Oct. 3 Nov. 4 Dec. 5 Jan. 1901 (6 and 9 in Yonge Lib.)
Vol. IV,	No.	1 Sept. 1896 2 Oct. 3 Nov. 4 Dec. 5 Feb. 1897 6 Mar. 7 May 8 June	Vol. IX,		Missing
Vol. V,	No.	1 Sept. 1897 2 Oct. 3 Nov. 4 Jan. 1898 5 Feb. 6 Mar. (No. 7 in Yonge Lib.) 8 May 10 June (sic)	Vol. X,	No.	4 Dec. 1902
Vol. VI,	No.	1 Sept. 1898 2 Oct. 3 Nov. 4 Dec. 5 Jan. 1899 6 Feb. 7 Mar. 8 Apr.	Vol. XI,	No.	1 Sept. 1903 2 Oct. 3 Nov. 5 Jan. 1904 6 Feb. 7 Mar. 8 Apr.
			Vol. XII,		Have only May, 1905
			Vol. XIII,	No.	1 Sept. 1905 2 Oct. 3 Nov. 10 June 1906
			Vol. XIV,	No.	1 Sept. 1906 2 Oct. 3 Nov. 4 Dec. 5 Jan. 1907 6 Feb. 7 Mar. 8 Apr. 9 May 10 June (All of Vol. XIV in Yonge Lib., not in microfilm)

Vol. XV, No. 1 Sept. 1907

2 Oct.

3 Nov.

5 Jan. 1908

6 Feb.

7 Mar.

8 Apr.

9 May

10 June 1908

11 July

12 Oct.

(Nos. 11 & 12 in Yonge Lib.)

Vol. XVI, No. 1 Nov. 1908

2 Dec.

3 Jan. 1909

4 Feb.

5 Mar.

6 Apr.

7 May

8 June

Vol. XVII, No. 1 Sept. 1909

2 Oct.

3 Nov.

4 Dec.

5 Jan. 1910

6 Feb.

7 Mar.

8 Apr.

9 May

10 June

Vol. XVIII, No. 1 Sept. 1910

2 Oct.

3 Nov.

4 Dec.

5 Jan. 1911

6 Feb.

7 Mar.

8 Apr.

9 May

10 June

Vol. XIX, No. 1 Sept. 1911

2 Oct.

3 Nov.

4 Dec.

5 Jan. 1912

6 Feb.

7 Mar.

8 Apr.

Vol. XIX, No. Cont'd.

9 May

10 June

Vol. XX, No. 1 Sept. 1912

2 Oct.

3 Nov.

4 Dec.

5 Jan. 1913

6 Feb.

7 Mar.

8 Apr.

9 May

10 June

Vol. XXI, No. 1 Sept. 1913

2 Oct.

3 Nov.

4 Dec.

5 Jan. 1914

6 Feb.

7 Mar.

8 Apr.

9 May

10 June

Vol. XXII, No. 1 Sept. 1914

2 Oct.

3 Nov.

4 Dec.

5 Jan. 1915

6 Feb.

7 Mar.

8 Apr.

9 May

10 June

(All of Vol. XXII in Yonge Lib., not in micro-film)

Vol. XXIII, No. 1 Jan. 1916 (sic)

(Also in Yonge Lib. only)

Note: The bibliophile or bibliopege will observe irregularities in the numbering of issues in the various volumes. This seems to have depended upon the idiosyncrasies of the various editors, who were as follows:

Tom F. McBeath, 1894-1907

A. A. Murphree, 1907-1908

Hattie Carpenter, 1909-1911

T. J. Appleyard, 1912-1916

KNOWN COPIES OF *THE FLORIDA SCHOOL ROOM*

(On file in P. K. Yonge Library of Florida History,
University of Florida)

- Vol. 21—Nos. 8 and 9, 1915
22—Nos. 3 to 10, 1915-16
23—Nos. 1 and 3 to 10, 1916-17
24—Nos. 1, 2, and 4 to 10, 1917-18
25—Complete, 1918-19
26—To December 1919

KNOWN COPIES OF *THE FLORIDA SCHOOL JOURNAL*

(Successor to The Florida School Room)

- Vol. 26—Nos. 5 to 10, 1920 (January to June)
27—1920-21, complete
28—Nos. 1 to 4 and 8, 1921-22
20 (?)—Dec. 1922, January, Feb., and June, 1923

THE JOURNAL of the Florida Education Association

- Vol. 1 dated 1923-24 (September, 1923) through Vol. 35 dated 1957-58 (May, 1958)
are on file in the office of the Florida Education Association, 208 W. Pensacola
St., Tallahassee, Florida.

